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ABSTRACT

Designed to establish a comprehensive program of bilingual education in Spanish and English in schools with high concentrations of Spanish dominant Mexican American students, the project aimed to: increase the achievement levels of minority students in the communication skills areas; provide for their special learning needs through a staff with special skills; increase their experience backgrounds; increase the home support for the students' learning goals; improve their self-concept through awareness of their cultural heritage. For evaluation purposes, project objectives were categorized into input, process, and outcome objectives. These were then evaluated via classroom observations, parent and teacher interviews, questionnaires, and standardized tests--the Boehm Test of Basic Concepts, Prescriptive Reading Inventory, California Achievement Test, Prueba de Lectura, Secondary Vocabulary Test, Primary Self-Concept Test, and Piers-Harris Children's Self-Concept Test. Findings included: there was a significant increase in Spanish reading skills; there were high and low gains in English reading skills; observations revealed generally adequate levels of appropriate classroom instructional activities but very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities; successful staff training was conducted for 9 of the planned 20 days due to the delay of the delivery of materials and equipment for instruction. (NQ)

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# Research Development Evaluation

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1973 - 74

# EVALUATION REPORT

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# DEFINITIONS

ESAA - Emergency School Aid Act passed by Congress to assist school districts under a court ordered desegregation plan.

Project - ESAA Bilingual/Bicultural Project in A.I.S.D.

Project Year - July 1, 1973 to June 30, 1974

Bilingual Classroom - Project classroom engaged in bilingual instruction and having a bilingual teacher.

Team Classroom - Project classroom engaged in bilingual instruction and having a monolingual teacher.

Monolingual Classroom - Project classroom where all instruction is in English.

Bicultural Classroom - Project classroom where all instruction is in English.

C.I.P.O. - Evaluation model developed by the A.I.S.D. Office of Evaluation and used as a basis for this report.

.05 Level of Confidence - In the analysis of data reported here, this means that in only 5 cases out of 100 the difference observed between two measures would have occurred by chance.

Significant Difference - This term is used only when the difference between two measures reaches or exceeds the .05 level of confidence.

# I

## ABSTRACT

This report presents data collected during the formal evaluation of the 1973-1974 ESAA Bilingual/Bicultural Project in the Austin Independent School District. The Bilingual/Bicultural Project has been assessed with the design set out by the Office of Evaluation's C.I.P.O. Model. The evaluation staff believes that adequate evaluation of a bilingual project with long-range goals must also be long-range. Therefore, the student outcomes represented by the significant increase in Spanish reading skills and the mixed picture of high and low gains in English reading skills will be even more meaningful in the light of scores from future years.

The process of delivery of proposed services to Project students met with varied levels of success. Classroom observations revealed generally adequate levels of appropriate classroom instructional activities but very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities. The component designed to involve both minority group students and non-minority group students in field trip experiences was carried out without the non-minority group students' participation.

The input of materials, staff training, and parent participation was also mixed. Delivery of materials and equipment for instruction was delayed. Generally successful staff training was conducted for nine of the planned twenty days. During interviews, parents responded positively 75% of the time to questions about their home support for student learning goals.

If the gains in Spanish reading scores are the most positive data reported for the Project then the low level of culturally related activities and the resultant failure to meet the Project's objective for positive student self-concepts must be considered the most disappointing aspect of the Project. Reading scores from future years will be needed to assess the Project's effect on the English communication skills.

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materials
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## II

## PROGRAM DESCRIPTION

The Austin Independent School District's Bilingual/Bicultural Project was founded by a grant from the Department of Health, Education, and Welfare through the Office of Education under the Emergency School Aid Act (ESAA). Activities were funded for the period from July 1, 1973 through June 30,1974 for the amount of $800,000. The purpose of ESAA is to provide resources for the elimination of racial isolation in school districts under a desegragation order by a federal court. A portion of the available funds are designated for the elimination of isolation of minority group students whose primary language is other than English by providing instruction in their primary language and by emphasizing the contributions of their culture.

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students. Eight schools participated:

| | |
|---|---|
| Allison Elementary | Allan Junior High |
| Govalle Elementary | Martin Junior High |
| Metz Elementary | Austin High |
| Palm Elementary | Johnston High |

In the four elementary schools, a locally sponsored bilingual project had operated since 1970, beginning with kindergarten and adding one grade level per year. Therefore, in 1973 these schools were beginning their fourth year of bilingual instruction. The ESAA Bilingual/Bicultural Project then expanded this local effort both horizontally and vertically to encompass nearly half the students in bilingual instruction and all the students in bicultural activities and to include all grades K - 5. Following a court-ordered desegragation plan, the sixth grades were housed at two junior highs, each having one bilingual classroom.

The secondary program was entirely new, providing one bilingual teacher for each campus to team with other teachers in introducing instruction in Spanish and activities relating to students' cultures to from 60 to 100 students at each school.

Nine major needs were identified to which the Project addressed itself. These needs and their associated activities are described below.

Need: To Increase the Achievement Levels of Minority Group Elementary Students in the Communication Skills Areas

Activity: Optional bilingual and non-bilingual classes were provided in each Project elementary school. Thirty classes were designated "bilingual" and assigned a bilingual teacher. Nineteen classes were designated "team" and were assigned a monolingual teacher who teamed with a bilingual teacher to provide Spanish instruction. Sixty-three classes were designated "monolingual" or "bicultural" and were assigned a monolingual teacher who provided all instruction in English, but who conducted bicultural activities supported by the Project.

Emphasis was placed on speaking, writing, listening, and reading skills in both English and Spanish in the bilingual and team classes. Social Studies and/or science, depending on the availability of materials, were taught in Spanish in the fourth and fifth grades.

Need: To Increase the Achievement Levels of Minority Group Secondary Students in the Communication Skills Areas

Activity: A bilingual teacher was provided to each secondary campus to team with a group of Social Studies and/or English teachers to provide a bilingual/bicultural aspect to existing classroom activities. The bilingual teachers conducted a variety of language and experiential activities designed to increase the students' awareness of and pride in their own cultures as well as to increase their skills in the communication arts in both Spanish and English.

Need: To provide for the Special Learning Needs of Minority Group Students through a Staff with Special Skills

Activity: Teachers and aides in project elementary and secondary schools participated in a week-long pre-school workshop designed to provide training in various areas germane to bilingual/bicultural education. On-going training was provided for bilingual and team elementary teachers throughout the project year on special inservice workdays.

Need: To Increase the Experience Background of Minority Group Elementary and Secondary Students

Activity: Students in Project Elementary and Secondary Schools participated in a variety of field trip experiences, including an all-day trip to San Antonio.

Need: To Increase the Home Support for the Learning Goals of Minority Group Elementary and Secondary Students.

Activity: A Parental Involvement coordinator directed the activities of eight Community Representatives who were assigned to the four Project elementary schools. Principals and teachers were assisted in communication with parents and in encouraging parental participation in school activities. Training sessions were conducted to increase the parents' awareness of school functions and their potential role in future school activities.

Need: To Improve the Self-Concept of Minority Group Elementary Students Through Awareness of Their Cultural Heritage

Activity: The use of the students' home and community language and the incorporation of the students' backgrounds and cultural heritage into instructional activities were used to enhance a positive self-concept for Project students.

## III

## Evaluation Description

The evaluation design adopted for the ESAA Bilingual/Bicultural Project is based upon the Austin Independent School District C.I.P.O. evaluation model (C = context, I = input, P = process, O = outcomes). Chapter III of this report delineates the decision questions to which this evaluation relates. Chapter IV is a discussion of the context in which the Project operated. Chapter V details the objectives of the Project in the three areas of input, process, and outcomes.

Table III.1 is an overview of the evaluation design showing the relationship existing among the various levels of objectives. Table III.2 further details the outcome objectives. There are three major objectives concerning student behavioral outcomes. Two of these are from the cognitive domain.

1. Students will increase their communication skills in both Spanish and English.
2. Students will increase their experience backgrounds.

The third is from the affective domain.

3. Students will develop positive self-concepts or maintain self-concepts which are already positive.

All objectives concerned with student behavioral outcomes are measured by appropriate standardized instruments.

Table III.3 is an overview of the process objectives associated with the above anticipated student outcomes. Classroom Observers and the Data Specialist were assigned the major responsibilities in collecting data pertaining to these process objectives.

Table III.4 summarizes the data collection and analysis relating to input objectives. These objectives are stated in terms of parental involvement and staff training activities.

A major evaluation activity which was not a part of the original design was the interviewing of all Project teachers. The scope of the items included on the interview forms included all program areas; therefore, data collected relates to almost all objectives at each level in the evaluation.

## Table III.1

### 1973-74 ESAA Bilingual/Bicultural Project
### EVALUATION DESIGN

| | Outcome | Process | Input | Context |
|---|---|---|---|---|
| Needs | Objectives | Process Objective | Input Objectives | Description |
| Cognitive<br>1. Increase communication skills in Spanish and in English | 1. Significant increase in scores on .....<br>Prescriptive Reading Inventory (Elementary Level)<br>InterAmerican Pruebas de Lectura (Elementary & Secondary Level)<br>California Achievement Test (Secondary Level) | 1. a. Weekly writing, reading, speaking, listening activities<br>b. Appropriate use of materials and methods available<br>c. Cooperation and planning by teacher and aide. | 1. a. and b. Completion of Summer Workshop and ongoing inservice training<br>c. Completion of Aide/Teacher inservice training<br>d. 1. 25% Parent participation level in school activities<br>2. Training of parents to provide home support to student learning goals | 1. Title I schools with highest concentratio of Mexican American students |
| 2. Increase in experience background of students | 2. Significant increase in vocabulary scores on ...<br>Prescriptive Reading Inventory (Elementary Level)<br>SEDL Vocabulary Test (Secondary Level) | 2. Participation in field trips & cultural exchange | 2. Money for field trips | 2. Sixth grade Center impletation. Day light Savings Time & Fuel shortage limited locally sponsored trips. |
| Affective<br>3. Increase in self-concept of students | 3. Significant increases of low scores or maintenance of high scores on ....<br>Piers-Harris Self-Concept Test (3-6)<br>Primary Self-Concept Scale (K-2) | 3. a. Incorporation of students' backgrounds & cultures into classroom activities.<br>b. Human Development Program implemented according to guidelines | a. Completion of Cultural Seminar in Summer Workshop.<br>b. Completion of H.D.P. workshop. | |

## Table III.2

### 73-74 Bilingual/Bicultural Project

### DATA COLLECTION AND ANALYSIS OVERVIEW

### Product Objectives

| Objective | Instrument | Times and Methods of Data Collection | Persons Responsible for Collection | Analysis Techniques | Persons Responsible for Analysis |
|---|---|---|---|---|---|
| 1.1 Significant gain in basic reading skills by K students | 1.1 Boehm Test of Basic Concepts | 1.1 Pre-test October 1973 - Post-test January 1974 | 1.1 Coordinator of Group Testing | 1.1 t-Test: correlated observations | 1.1 Project Evaluator |
| 1.2 Significantly greater number of 1-6 students in Eng. reading will attaining mastery on 50% of selected objectives | 1.2 Prescriptive Reading Inventory | 1.2 Pre-test October 1973 - Post-test April 1974 | 1.2 Coordinator of Group Testing | 1.2 Test for non-independent Proportions: McNemar Change Test | 1.2 CTB/McGraw Hill Co. |
| 1.3 Significantly higher English Reading scores for bilingual program students than for bilingual control students (Secondary) | 1.3 California Achievement Test (Reading scales only) | 1.3 One test, given April, 1974 to group of students in Bilingual program and to control group | 1.3 Project Evaluator | 1.3 One-tailed t-Test | 1.3 Project Evaluator |
| 1.4 Significant gain in Spanish Reading Achieve. (1-6) | 1.4 Prueba de Lectura (L-2-CES; L-2-DES) | 1.4 Pre-test October 1973, (Form C) Post-test April 1974 with paral. form (Form D) | 1.4 Project Evaluator | 1.4 Groups X Trials ANOVA | 1.4 Project Evaluator |
| 1.5 Significantly greater Spanish Reading Achieve. gain for bilingual program students than for control students (Secondary) | 1.5 Prueba de Lectura (L-2-CES; L-2-DES) | 1.5 Pre-test target and control groups October 1973 (Form C) - Post-test target and control groups April 1974 (Form D) | 1.5 Project Evaluator | 1.5 Two-between one-within ANOVA | 1.5 Project Evaluator |

### Product Objectives (Continued)

| Objective | Instrument | Times and Methods of Data Collection | Persons Responsible for Collection | Analysis Techniques | Persons Responsible for Analysis |
|---|---|---|---|---|---|
| 2.1 Significant increase in vocabulary (Elementary) | 2.1 P.R.I. voc. Section | 2.1 Pre-test Oct., 1973 - Post-test April, 1974 | 2.1 Coordinator of Group Testing | 2.1 Test for non-independent proportions: McNemar Change Test | 2.1 Project Evaluator |
| 2.2 Significant increase in vocabulary (Secondary) | 2.2 SEDL Voc. Test | 2.2 Pre-test Oct., 1973 - Post-test April, 1974 | 2.2 Project Evaluator | 2.2 t-Test for independent samples | 2.2 Project Evaluator |
| 3.1 a. Significant improvement of Self-Concept (K-2) | 3.1 a. Primary Self-Concept Test | 3.1 a. Pre-test November, 1973 - Post-test April, 1974 | 3.1 a. Project Evaluator | 3.1 a. Groups X Trials ANOVA | 3.1 a. Project Evaluator |
| 3.1 a. Significant improvement of Self-Concept (3-6) | 3.1 b. Piers-Harris Children's Self Concept Scale | 3.1 b. Pre-test October, 1973 - Post-test April, 1974 | 3.1 b. Grades 3-4 Coordinator of Group Testing Grades 5-6 Project Evaluator | 3.1 b. Groups X Trials ANOVA | 3.1 b. Project Evaluator |

## Table III.3

## 1973-74 ESAA Bilingual/Bicultural Project

## DATA COLLECTION AND ANALYSIS OVERVIEW

### Process Data

| Objectives | Instrument (proficiency level) | Times and Methods of Data Collection | Persons Responsible for Collection | Analysis Technique | Persons Responsible for Analysis |
|---|---|---|---|---|---|
| 1. a. Weekly writing, reading, speaking, listening activities. | 1. a. Weekly writing sample. | 1. a. Monthly check on random basis | a. Project Evaluator | a. Table data | a. Project Evaluato |
| b. Appropriate use of materials and methods available. | b. Classroom Observation Guide - ratings of 3 out of 5 on 75% of items. | b. Each classroom to be observed three times during year | b. Classroom Observers | b. Compute means and percentages for classrooms meeting objective | b. Classroom Observers and Data Specialis |
| c. Cooperation and planning by teacher and aide | c. Aide Observation Guide - ratings of 3 out of 5 on 75% of items. | c. Each aide observed once during spring semester | c. Classroom Observers | c. Compute means and percentages for aides | c. Classroc Observers and Data Specialis |
| 2. Field trips to be taken | 2. Business office records | 2. Document number of field trips at end of year | 2. Data Specialist | 2. Table data | 2. Data Specialist |
| 3. a. Incorporation of students' backgrounds and cultures into classroom activities | a. Classroom Observation Guide - ratings of 3 out of 5. | a. Each classroom observed three times during year | a. Classroom Observers | a. Compute means and percentages for classrooms | a. Classroom Observers and Data Specialis |
| b. H.D.P. implemented | b. H.D.P. instruments | b. Each classroom observed three times during year | b. Classroom Observers | b. Compute means and percentages for classrooms | b. Classroom Observers and Data Specialis |

## Table III.4

### 73-74 Bilingual/Bicultural Project

### DATA COLLECTION AND ANALYSIS OVERVIEW

### Input Objectives

| Objective | Instrument | Times and Methods of Data Collection | Persons Responsible for Collection | Analysis Techniques | Persons Responsible for Analysis |
|---|---|---|---|---|---|
| 1. a. and b. Comple- of Summer Workshop and inservice training | 1. a. and b. Individually developed feedback and reaction forms | 1. a. and b. At conclusion of each inservice workshop | 1. a. and b. Project Evaluator | 1. a. and b. Computation of mean responses and analysis of variance whenever appropriate | 1. a. and b. Project Evaluator and Data Specialist |
| c. Completion of Teacher/Aide Workshop | c. Specially designed feedback and reaction form | c. At conclusion of each inservice | c. Project Evaluator | c. Computation of mean responses | c. Project Evaluator and Data Specialist |
| d. 1. 25% parent participation in school activities | d. 1. Sign-in sheets | d. 1. Continuous | d. 1. Parent Involvement Specialist, Community Representatives, Project Evaluator | d. 1. Computation of totals and percentage of parents participating | d. 1. Project Evaluator and Data Specialist |
| 2. Home support to student learning goals | 2. Parent Inview Form - 80% responses to be positive | 2. April & May, Interviewing in homes by Community Representatives | 2. Parental Involvement Coordinator Community Representative | 2. Computation of percentage of positive responses | 2. Project Evaluator and Data Specialist |
| 2. Availability of money for field trips | 2. ESAA B/B Budget | 2. Throughout year | 2. Business Office | 2. Review of budget | 2. Project Evaluator |
| 3. a. Completion of Cultural Seminar in Summer workshop | 3. a. SEDL Workshop Assessment | 3. a. Pre and Post during workshop | 3. a. Coordinator of Summer Workshop | 3. a. t-test correlated observations | 3. a. Project Evaluator |
| b. Completion of H.D.P. training | b. H.D.P. forms | b. At end of H.D.P. training | b. H.D.P. consultant and Project Evaluator | b. As required by H.D.P. forms | b. Project Evaluator and Data Specialist |

## IV

## DESCISION QUESTIONS

This section attempts to summarize the mass of data reported in this volume and to relate it to major decision questions which must be addressed by the school district as a whole and the Project staff specifically. These decision questions are divided into "system level" and "program level" questions. For each question, there is a recommendation and an explanation of the basis for that recommendation.

### A. System Level Questions

1. Should the Bilingual Program in the Austin Independent School District, as conducted by the ESAA Bilingual/Bicultural Project in 73-74, be continued at its present level, be revised, or be discontinued?

Recommendation

The Bilingual Program as conducted by the ESAA Bilingual/Bicultural Project should be continued at its present level but should not be expanded to include any new areas of concentration nor to include any additional schools without a substantial expansion of the support staff. Existing staff should concentrate more effort in the delivery of materials and services to the classroom teachers and aides.

Basis for Recommendation

Teacher interview data and teacher questionnaire data support the conclusion that the delivery of materials and support services to Project teachers was inadequate to ensure maximum success in meeting objectives. The low percentage of input and process objectives which met stated criterion levels reinforces these teacher comments. Three major factors contributed to this inadequacy. First, late notification of funding precluded the hiring of staff in time to adequately plan and prepare for the Project's activities. Second, the enormous scope of the Project was overwhelming to a district with no overall plan for bilingual education and no comprehensive bilingual curriculum guides for K-2. Third, no instructional coordinator was provided by the Project to aid directly the teachers' organizing of their bilingual classrooms.

The results of standardized Spanish reading tests indicate that even with these first-year problems the Project teachers were able to effect significant student gains. However, the suddenness and enormity of the Project prevented the deliberate consideration of goals and objectives, roles and responsibilities, and the appropriate planning and staff training associated with each.

Therefore, this recommendation is that the ESAA Bilingual/Bicultural Project not be expanded into any new curriculum areas until the staff has had time to carefully organize and formalize the activities begun in 1973.

2. At what grade level should be Bilingual Program function and what areas of Spanish instruction are most appropriate for each grade level?

Recommendation

Sufficient data to answer this question are not available; however, there are indications that Spanish instruction is most successful if begun early and continued through the grade levels and that the incorporation of cultures into the curriculum is beneficial at all grades levels.

Basis for Recommendation

The Bilingual Program at each grade level K-12 has shown some positive effect; however, the more reliable gains made in Spanish reading in grades K-4 supports the sequential approach of adding one grade level to the instructional program each year as had been done in the past. Grade levels which had been part of the previous local bilingual effort showed more consistent gains than did those beginning Spanish instruction for the first time. Teacher comments point to important positive effects of the cultural aspects of the Project in the upper grade levels; although, the Spanish instructional program as implemented in the upper grades (5-12) met many obstacles.

B. Program Level Decision Questions

1. What Staffing patterns should be employed in schools participating in the Project? Should teaming of bilingual and monolingual classes continue?

Recommendation

The teaming of bilingual and monolingual teachers should continue.

Basis for Recommendation

The student gains for both the bilingual teachers' students and the monolingual team teachers' students in Spanish were significant. Classroom observation data suggests that a student assigned to the bilingual teacher receives about twice as much Spanish instruction as the student assigned to the monolingual team teacher; however, were there no teaming, the gain recorded by the later student probably would not have occurred.

2. What staff development activities should be a part of the Project?

**Recommendation**

Teachers prefer and need training in the areas of classroom management and practical, usable methods and materials. Training should be conducted to consider the various experience levels of the staff.

**Basis for Recommendation**

Teacher comments from workshop reaction forms, the teacher questionnaire, and the interviews indicate a strong preference and need for pratical training appropriate to their specific classroom activities as opposed to additional inspirational or philosophical discussions of bilingual education. Classroom observations also support this by the the low ratings in some areas (e.g. incorporation of students' backgrounds and culture into classroom activities).

Many teacher comments refered to the wide experience range of teachers and the need for training to consider present competency levels.

# V

## CONTEXT

The context is defined in the Austin Independent School District's evaluation model as that portion of the program situation over which a program has no control. The context of the ESAA Bilingual/Bicultural Project is described here so that all data, conclusions, and recommendations which follow may be considered in relation to all the non-project variables existing simultaneously with project influences.

### Demographic Data

Table V. 1 presents the general demographic data for the eight Project schools. All schools are below district averages for mean family income and above district averages for percentage of minority group students enrolled (with the exception of Austin High).

### Achievement Data

Student achievement entry levels in 73-74 for Project elementary schools were lower than the district median for all schools as illustrated by the data from the second and fourth grade testing in January, 1972 on the California Achievement Test (Table IV. 2).

### School Personnel

Table V. 3 breaks down the professional staff in each Project school by ethnic group. Generally, these faculties consist of a larger percentage of minority group members than the district as a whole. The percentage of minority group faculty members is, however, lower than the percentage of minority group students enrolled in Project schools.

PTR
degrees
experience

Table V. 4 reports the ratio of students to professional staff in each Project elementary school. In each case there are fewer students per professional in Project schools than in the district as a whole. When only teachers and students are considered, again Project elementary schools have a smaller ratio (Table V. 5).

Table V. 6 identifies the additional personnel at each Title I campus by position and funding source. This data also indicates the number of teacher aides and community representatives on each campus which were not included in the previously reported data on professional staff. Excluding personnel from the Bilingual/Bicultural Project, the four Project elementary schools have the following number of paraprofessionals not available in non-Title I schools.

Allison - 6
Govalle - 5 5/8
Metz - 4 5/8
Palm - 3 1/3

Table V. 1 Enrollment 1973-74

| School | Enrollment | Mex. Amer. | Black | Other | Low Income |
|---|---|---|---|---|---|
| Allison | 759 | 80% | 17% | 3% | 76% |
| Govalle | 798 | 69% | 24% | 7% | 79% |
| Metz | 592 | 98% | 1% | 1% | 79% |
| Palm | 468 | 98% | 1% | 1% | 82% |
| Allan | 1334 | 68% | 29% | 3% | 89% |
| Martin | 777 | 90% | 9% | 1% | 84% |
| Austin | 1576 | 24% | 17% | 59% | 21% |
| Johnston | 1699 | 67% | 28% | 5% | 33% |
| District | 58,332 | 21% | 15% | 64% | 23% |

Table V. 2 California Achievement Test Scores 1972-73

| School | Mean Total Reading | | Mean Total Math | |
|---|---|---|---|---|
| | 2nd | 4th | 2nd | 4th |
| Allison | 1.58 | 3.23 | 1.80 | 3.61 |
| Govalle | 1.76 | 3.44 | 1.90 | 3.67 |
| Metz | 1.72 | 3.63 | 2.02 | 3.73 |
| Palm | 1.80 | 3.17 | 1.90 | 3.33 |
| District (Median school average) | 2.78 | 4.53 | 2.59 | 4.62 |

Table V. 3 Ethnic Composition of Faculties

| School | Mex. Amer. | Black | Other | Total |
|---|---|---|---|---|
| Austin H.S. | 4% | 9% | 87% | 92 |
| Johnston H.S. | 16% | 11% | 73% | 104 |
| Allan J.H.S. | 17% | 17% | 66% | 77 |
| Martin J.H.S. | 21% | 8% | 71% | 51 |
| Allison Elem. | 19% | 21% | 60% | 42 |
| Govalle Elem. | 33% | 19% | 48% | 52 |
| Metz Elem. | 33% | 15% | 52% | 40 |
| Palm Elem. | 23% | 20% | 57% | 30 |
| District | 6% | 14% | 80% | 3,055 |

Table V. 4 Ratio of Students to Professional Personnel

| School | Enrollment | Professional Personnel | Ratio |
|---|---|---|---|
| Allison | 759 | 42 | 18/1 |
| Govalle | 798 | 52 | 15/1 |
| Metz | 592 | 40 | 15/1 |
| Palm | 498 | 30 | 16/1 |
| District | 58,332 | 3,055 | 19/1 |

Table V. 5 Pupil/Teacher Ratio

| School | Ratio According to the Personnel Office February, 1974 | Ratio According to Teacher Questionnaires April, 1974 |
|---|---|---|
| Allison | 23/1 | 24/1 |
| Govalle | 21/1 | 22/1 |
| Metz | 22/1 | 24/1 |
| Palm | 23/1 | 25/1 |

District Average - 25/1

27

## Table V. 6

### SPECIAL PROJECTS PERSONNEL AND MATERIALS LOCATED AT TITLE I SCHOOLS

| | TITLE I | | | | | | | | SKILLTREK (Communication Skills) | | | | | | | | CAREER AWARENESS | BILINGUAL/ BICULTURAL PROJECT | | | | A.I.S.D. BILINGUAL PROGRAM | | MIGRANT PROGRAM | | PROJECT ASSIST | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Title I Schools | Learning Coordinator | Reading Teacher | Counselor | Guidance Teacher | Community Representative | Resource Aide | Kindergarten Aide | Materials used in Title I Reading Labs | Learning Coordinator | Counselor | Guidance Teacher | Community Representative | Resource Aide | Kindergarten Aide | Media Aide | Materials used in Skilltrek classrooms | Consultant | B/B Aide | Curriculum Writer | Community Representative | Materials | Schools Involved | Materials | Teacher | Aide | Reading Aide | General Aide | Materials |
| Allison | 1 | 2 | 1 | 1 | 1 | 1 | 4 | Information not available at publication time | | | | | | | | Peabody Language Development, Readers Digest Skill Builder, BRL Sullivan, SRA, Que Bonito Que Sabes Leer, Mini Systems, Durrell Murphy Phonics Kit, Look Listen Learn, Fountain Valley Diagnostic System, Barnell Loft, Singer Sign Posts, Commercial Learning Games (Dolch, Lotto), Language Masters, Record Players, Listening Stations, Cassette Tape Recorders, Videotape equipment, Filmstrip Projectors, Overhead Projs. | | 8 | 1 | 2 | (Same as those used in AISD Bilingual Program - see next column) | | K,1,2 - Aural/Oral Guide - English/Spanish (AISD publication), Houghton-Mifflin Spanish Reading Series, Laidlaw Spanish Reading Series, Edison-Wesley Spanish Math Edition, Heath Spanish Sciences Edition, Cultural Guide Spanish Social Studies (Region 13 ESC publication), Miscellaneous | | | | | Metz, Palm: Language Experiences in Reading (L.E.I.R.) materials<br>Martin 6th: Audio-visual materials, low reading level-high interest materials, newspapers, etc. |
| Becker | 1 | 1 | | 1 | 1 | 1 | 1½ | | | | | | | | | | ½ | | | | | X | | 1/3 | ½ | | | |
| Blackshear | | | | | | | | | 1 | 1 4/5 | | 1 | 1 | 3 | 1 | | | | | | | | | 1/3 | | | | |
| Brooke | | | | | | | | | 1 | 1 | | 1 | 1 | 2 | 1 | | | | | | | X | | 1/6 | ½ | | | |
| Campbell | 1 | 2 | | 1 | 1 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | |
| Dawson | 1 | | 1 | | 1 | 1 | 1 | | | | | | | | | | | | | | | X | | | | | | |
| Govalle | 1 | 2 | 1 | 1 | 1 | 1 | 3 | | | | | | | | | | | 8 | 1 | 2 | | | | 1/7 | ½ | | | |
| Maplewood | 1 | | 3/5 | | ½ | ½ | | | | | | | | | | | ½ | | | | | | | | | | | |
| Mathews | 1 | | 1 | | ½ | ½ | | | | | | | | | | | | | | | | | | | | | | |
| Metz | 1 | 2 | 1 | | 1 | 1 | 2 | | | | | | | | | | | 7 | 1 | 2 | | | | 1/7 | ½ | 7 | | |
| Norman | ½ | | | | ½ | | | | | | | | | | | | | | | | | | | | | | | |
| Oak Springs | [illegible] | 2 | 1 | | 1 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | |
| Ortega | | | | | | | | | 1 | 4/5 | 1 | 1 | 1 | 2 | 1 | | | | | | | X | | 1/7 | ½ | | | |
| Palm | 1 | 2 | 1 | | 1 | 1 | 1 | | | | | | | | | | ½ | 7 | 1 | 2 | | | | 1/3 | | 7 | | |
| Ridgetop | ½ | | | ½ | ½ | | | | | | | | | | | | | | | | | | | | | | | |
| Rosedale | ½ | | | ½ | ½ | | | | | | | | | | | | | | | | | | | | | | | |
| Rosewood | ½ | | 4/5 | | ½ | | | | | | | | | | | | | | | | | | | | | | | |
| Sims | 1 | | 3/5 | | ½ | | | | | | | | | | | | | | | | | | | | | | | |
| Zavala | | | | | | | | | 1 | 1 | | 1 | 1 | 3 | 1 | | | | | | | X | | 1/7 | ½ | | | |
| Martin (6th) | | | | | | | | | | | | | | | | | | 1 | | | | | | ½ | | 2 | | |
| Allan (6th) | | | | | | | | | | | | | | | | | | 1 | | | | | | 1 | | | 2 | |

The Title I Learning Coordinator's job is to assist in diagnosing student learning problems and prescribe to the classroom teacher the most effective way(s) to eliminate or reduce those problems. She/he will assist the classroom teacher in following through with this prescription.

The Title I Reading Teacher's job is to operate the Reading Centers in their school. Special materials and equipment will be located at these centers to give intensive reading training and remediation.

The Title I Counselor is a certified professional who works as a member of the school team in alleviating social, emotional and learning problems of children, particularly low self-concepts. The Counselor coordinates his efforts with those of the principal, classroom teacher, Visiting Teacher, Learning Coordinator, Community Representative, and other school and administrative personnel.

The Title I Guidance Teacher performs a similar role to a Counselor's, however she is not certified. This teacher possesses competency in the areas of child growth and development, behavior dynamics, learning theory, curriculum development and standardized tests and measurements.

The Title I Community Representative is a paraprofessional who serves as a liason between the school and home to interpret needs and objectives. He acts as translator when necessary, and stimulates parent participation in school activities.

The Title I Resource Aide works half-time as a library aide, and half-time with the Title I Reading Teacher. Occasionally, the Resource Aide will assist the Community Reps in involving the parents in the school activities.

The Title I Kindergarten Aide assists the kindergarten teacher in the classroom, in whatever capacities the teacher wishes to use her/him.

The SKILLTREK Learning Coordinator's job is similar to the Title I Learning Coordinator's role. She provides teacher training and helps teachers with new methods and materials.

The SKILLTREK Counselor's job is the same as the Title I Counselor's job.

The SKILLTREK Guidance Teacher's job is the same as the Title I Guidance Teacher's.

The SKILLTREK Community Representative's job is to stay in close touch with parents and get them involved in school activities; help obtain special needed services for the students. They are in charge of Parent Toy Lending Library, work with volunteer programs, take learning materials to homes as an intervention strategy to increase parental awareness of early childhood cognitive and affective development.

The SKILLTREK Resource Aide's job is to provide special help in "turning the kids on" to reading.

The SKILLTREK Kindergarten Aide's job is to help the teachers in the classrooms by making materials, tutoring, checking student work, and performing clerical duties.

The SKILLTREK Media Aide's job is to provide specialized help to teachers in maintenance and creative use of their audio-visual equipment.

The Career Awareness Consultant's job is to develop material and assist the classroom teachers in developing materials which will result in the desired reading skills and at the same time make the student aware of the working world. These materials will stress certain attitudes, pride, dependability, responsibility, and self-awareness.

The Bilingual/Bicultural Aide's job is to work in the Bi/Bi classrooms (as defined at each school) in grades K - 6, assisting in the attainment of the objectives of the Bi/Bi project. Each aide will work with one particular grade level under the supervision of the bilingual teacher at that grade level.

The Bilingual/Bicultural Curriculum Writer at each Bi/Bi school will construct units to be utilized by all the teachers and Bi/Bi aides at that school.

The Bilingual/Bicultural Community Representatives will work under the supervision of the Bi/Bi Parent Involvement Coordinator. One of the Community Reps will work mainly with parents who have preschool children, in developing and disseminating a packet to instruct parents in teaching their 3, 4, and 5 year-olds in preschool readiness concepts. The other Community Rep at each school will work mainly with parents whose children are all in school, encouraging them to come to school and get involved in the educational process,e.g., tutoring children at school.

The Migrant Program Teacher provides a language arts/oral communication instructional program for students from migrant families. This program concentrates on the reading and math areas.

The Migrant Program Aide assists the Migrant Teacher in construction of materials, checking students' work, and clerical work.

The Project Assist Reading Aide teaches reading or reading readiness in grades K - 6, utilizing the reading materials available at each school. Each Reading Aide will work with one particular grade level under the direction and supervision of the teachers at that grade level. In addition there is a "substitute/floating aide" at each experimental school.

Additionally, Metz and Palm have seven reading aides each provided by Project Assist.

## Project Assist

Two of the Project's elementary schools, Metz and Palm, are target schools for Project Assist, a project which provides teacher aides to assist teachers in reading instruction.

## Local Bilingual Program

In 1970, each of the Project elementary schools began a locally sponsored Bilingual Program. This program provided minimal staff training and resources, but did involve students in grades K-2 previous to the Bilingual/Bicultural Project in some form of Spanish instruction.

Overall, Bilingual/Bicultural Project schools are not representative of the Austin Independent School District as a whole. Project schools are characterized by a large Mexican-American population, low family incomes, larger than average faculties, and lower than average standardized achievement test scores.

# VI

# OBJECTIVES

The following pages briefly outline the stated objectives of the 73-74 ESAA Bilingual/Bicultural Project. There are three major categories of objectives, each category corresponding to one of the main divisions of the C.I.P.O. evaluation model. The first is Outcome Objectives, followed by Process Objectives, and then Input Objectives.

For each individual objective, there is a detailed statement of that Objective, a statement of the level of attainment for that objective, and an overview of the evidence relating to the level of attainment. The reader is referred to the appropriate Appendices which include more technical reporting of the data collected corresponding to each objective.

# INPUT OBJECTIVES

OBJECTIVE (1.a and b)

Teachers in Project schools will participate in the following inservice training sessions and will respond positively to specially designed feedback and reaction forms. Positively is defined as a minimum mean response of 3.5 on a five point scale with five being the most positive scale value.

Summer: 5 days - Bilingual Methods and Materials (Bilingual teachers)
Spanish Minicourse (Monolingual and Team teachers)

On-going: 3 days - Bilingual Methods and Materials (Bilingual and Team teachers)

LEVEL OF ATTAINMENT:

Summer: TWO OF THE FIVE DAYS OF TRAINING WERE CONDUCTED. RATINGS EXCEEDED THE CRITERION LEVEL.

On-going: THREE DAYS OF TRAINING WERE CONDUCTED. TWO OF THE THREE DAYS MET THE CRITERION LEVEL. NO SECONDARY TEACHERS ATTENDED.

EVIDENCE:

Summer: An equivalent of two of the days during Summer Workshop were devoted to bilingual methods and materials for bilingual teachers and the Spanish minicourse for monolingual and team teachers. Results from the reaction form used at the conclusion of the sessions show that the overall rating given by participants was 4.0 (this is converted from 2.0 since a reversed scale was used) See Appendix I.

On-going: Three days of inservice training in bilingual materials and methods were conducted for elementary bilingual and team teachers throughout the 73-74 school year. Two of these three days were rated above 3.5 by the participants; however, the third was not. These three days and their overall ratings follow.

November 6, 1973 - General Methods and Materials - rating, 2.55 (See Appendix K)

Language Master Workshop- rating, 4.4 (See Appendix L)

"Make It Yourself" rating, 4.9 (See Appendix M)

There was no inservice training conducted for the secondary bilingual teachers.

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OBJECTIVE (1.c):

Teachers and aides in Project schools will participate in two days of inservice training related to aide/teacher relations and will respond positively to a specially designed feedback form. Positively is defined as a minimum mean response of 3.5 on a five point scale with five being the most positive scale value.

LEVEL OF ATTAINMENT:

ONE DAY OF TRAINING WAS CONDUCTED. RATINGS EXCEEDED THE CRITERION LEVEL. NO SECONDARY TEACHERS OR AIDES PARTICIPATED.

EVIDENCE:

The one day of training was conducted on various dates for the different grade levels; however, only elementary personnel attended. Further detail is reported in Appendix N. The overall rating given by participants was 4.01.

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OBJECTIVE (1.d):

By the end of the Project year at least 25% of all parents in the Project schools will have participated in one or more of the following activities:

- Tutoring program
- Volunteer on field trip
- Parent training
- Parent sponsored programs
- Other volunteer activities

LEVEL OF ATTAINMENT:

RECORDS KEPT ARE INSUFFICIENT TO MEASURE THIS OBJECTIVE.

EVIDENCE:

The principals at each Project school were to keep records relating to this objective. In November, 1973, the Project Evaluator discovered that these records were not being kept and in cooperation with the Parent Involvement Coordinator outlined procedures for the Community Representatives at each school to be responsible for the records. However, inconsistent and inaccurate procedures were followed by the Community Representatives and the data collected was piecemeal and unreliable.

A general survey of the records given to the Office of Evaluation shows that a small number of parents participated in a large number of activities; however, there is no evidence of a broad base of parental participation in school activities.

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OBJECTIVE (1.d.2):

Parental awareness of student learning goals, activities, and progress will result in acceptable answers to 80% of questions on a parent questionnaire designed to measure home support for student learning goals.

LEVEL OF ATTAINMENT:

75% OF THE RESPONSES MADE WERE ACCEPTABLE.
48% OF THE PARENTS GAVE AT LEAST 80% POSITIVE RESPONSES.
9 OF THE 15 ITEMS WERE ANSWERED POSITIVELY BY AT LEAST 80% OF THE PARENTS.

EVIDENCE:

Appendix H details the results of the questionnaire. From the sample of parents interviewed by the Community Representatives, 76% of the mothers' and 72% of the fathers' responses were acceptable as defined by the Project staff. Fifty-four percent of the mothers and 34% of the fathers gave a minimum of 80% positive responses. Of the 15 items related to this objective, 9 (60%) were responded to positively by at least 80% of the parents interviewed.

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OBJECTIVE (2):

Money will be available for students in Project schools to participate in field trip experiences.

LEVEL OF ATTAINMENT:

NO FIELD TRIP REQUESTS WERE DENIED DUE TO LACK OF FUNDS.

EVIDENCE:

A review of the field trip records for the Project reveals that there was a surplus of funds available for field trips and that no requests for these funds was denied on the basis of insufficient monies.

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OBJECTIVE (3.a):

Sixty percent of the participants in the Cultural Seminar will demonstrate a significant increase in their knowledge of minority cultures as measured by pre and post scores on a specially constructed test. Significant will be defined as a statistical probability level of .10 or less. Project teachers will participate in seven days of culturally related activities during the Summer Workshop and two additional days during the school year.

LEVEL OF ATTAINMENT:

PLANNED POST TESTING WAS NOT CONDUCTED. TWO DAYS OF THE CULTURAL SEMINAR WERE CONDUCTED DURING THE SUMMER WORKSHOP. NO INSERVICES WERE CONDUCTED DURING THE YEAR.

EVIDENCE:

The Austin Independent School District contracted with the Southwest Educational Development Laboratory to design an appropriate test to measure this objective. When the Summer Workshop was reduced from 15 days to five and the Cultural Workshop from seven to two, the decision was made not to give the test as a pre-post measure. The test was given early in the workshop and is available for administration at some time in the future.

The equivalent of only two days of the Cultural Seminar were conducted and neither of the days planned for on-going training during the school year was conducted.

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OBJECTIVE (3.b):

At least 50% of the participants will implement the Human Development Program in their classrooms. Circles will be conducted according to the guides in the Institute for Personal Effectiveness in Children theory manual.

LEVEL OF ATTAINMENT:

NO H.D.P. TRAINING WAS CONDUCTED

EVIDENCE:

The Summer Workshop was reduced from three weeks to one and the H.D.P. training was postponed. The training was never rescheduled during the school year.

## PROCESS OBJECTIVES

### OBJECTIVE (1.a):

Project elementary students in bilingual classes will participate in weekly writing, reading, speaking, and listening activities in both Spanish and English. Teachers will keep a weekly writing sample for each student available on file in folders.

#### LEVEL OF ATTAINMENT:

TEACHERS WERE NOT REQUESTED TO KEEP WEEKLY WRITING SAMPLES; THEREFORE, NO MEASURE IS AVAILABLE FROM THE PROPOSED SOURCE. HOWEVER, CLASSROOM OBSERVATION DATA SHOWS THAT BOTH APPROPRIATE WRITING AND APPROPRIATE ORAL LANGUAGE ACTIVITIES IN SPANISH AND ENGLISH WERE BEING CONDUCTED IN BILINGUAL AND TEAM CLASSROOMS AT AN ADEQUATE LEVEL ACCORDING TO THE CRITERIA ESTABLISHED BY THE PROJECT STAFF.

#### EVIDENCE:

During each of the three observations of all bilingual and team classrooms, the Classroom Observers rated the amount and appropriateness of oral language activities and writing activities in both Spanish and English. The criteria for the ratings were designed so that a score of three on a scale from one to five, one being little evidence and five being much evidence, would reflect on adequate level of performance. For the three observations of both bilingual and team classrooms, the overall ratings assigned by the Observers to both oral language activities and writing activities exceeded 3.00. Further detail is reported in Appendix A.

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### OBJECTIVE (1.b):

The teachers and aides who are teaching bilingual classes will effectively utilize the methods and materials developed for use in the Bilingual/Bicultural Project. Effectively will be defined as minimum score of three out of five on 75% of all factors on a scale to be constructed for the purpose of measuring this objective.

#### LEVEL OF ATTAINMENT:

FORTY-SIX OF THE FORTY-NINE BILINGUAL AND TEAM ELEMENTARY CLASSROOMS MET THIS OBJECTIVE DURING AT LEAST ONE OF THE THREE OBSERVATIONS CONDUCTED.

TWENTY-SIX OF THE FORTY-NINE BILINGUAL AND TEAM ELEMENTARY CLASSROOMS MET THIS OBJECTIVE, WHEN THE AVERAGE OF THE THREE OBSERVATIONS' RATINGS ARE CONSIDERED. NO RATINGS WERE MADE DURING SECONDARY CLASSROOM OBSERVATIONS.

EVIDENCE:

Each bilingual and team classroom was observed three times during the year. Each time a Classroom Observer rated the classrooms on fourteen factors associated with this objective. The detailed results of these observations are reported in Appendix A. These results show that twenty-eight of the thirty (93%) bilingual classrooms were rated three or above on at least 75% of the factors during at least one observation. Eighteen of the nineteen (95%) team classrooms reached the 75% criterion at least once.

When the ratings for the three observations are averaged and the percentage of mean ratings above three is used to determine which classrooms met the objective, then eighteen bilingual (60%) and eight team (42%) classrooms met the objective.

The Classroom Observation Guide developed for use in secondary classrooms did not include scales on which to rate classroom activities. Therefore, no ratings are available from which this objective can be measured. Descriptions of the activities conducted in the secondary bilingual classes are included in Appendix C.

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OBJECTIVE (1.c):

Teachers in the Bilingual/Bicultural Project who have aides will utilize the aides in a way consistent with the aide job description and maintain a positive relationship with his/her aide. The aides in the Bilingual/Bicultural Project will demonstrate an understanding of their role and will maintain a cooperative and positive relationship with the teachers to whom they are assigned. Meeting of this objective will be defined as a minimum rating of three out of five on all factors of a specially designed aide observation instrument.

LEVEL OF ATTAINMENT:

AIDES OBSERVED RECEIVED A MEAN RATING ON EACH FACTOR HIGHER THAN 3.0.

EVIDENCE:

Bilingual aides were observed by the Classroom Observers during the spring of 1974. During each observation the Bilinglual Aide Observation Guide was completed. The aides' performance was rated on the appropriate scale for factors relating to this objective. The mean rating given for each factor ranged from 3.5 to 3.9. More detail and discussion of the results of these observations are included in Appendix D.

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OBJECTIVE (2):

Elementary - Students in Project elementary schools will participate in more field trips during the 74-75 school year than during the previous school year. These additional field trips will be a part of a cultural exchange project providing Project students and majority-group students from other schools at least one day of interaction followed by various joint field trips to points of interest.

Secondary - Students in secondary bilingual classes will participate in a series of field trip experiences including a one-day trip to points of interest in San Antonio.

LEVEL OF ATTAINMENT:

ELEMENTARY - STUDENTS IN PROJECT ELEMENTARY SCHOOLS PARTICIPATED IN ONLY TWO PERCENT MORE FIELD TRIPS DURING THE 73-74 SCHOOL YEAR. HOWEVER, THE INTERACTION ACTIVITIES WITH MAJORITY-GROUP STUDENTS WERE NON-EXISTENT.

SECONDARY - STUDENTS IN SECONDARY BILINGUAL CLASSES DID PARTICIPATE IN A FIELD TRIP TO SAN ANTONIO; HOWEVER, ONLY ONE OF THE FOUR SCHOOLS CONDUCTED A SERIES OF LOCAL FIELD TRIPS.

EVIDENCE:

Elementary - Appendix 0 reports the comparison of field trips taken in 72-73 to field trips taken in 73-74 for the district as a whole and for each of the four Project elementary schools. Although the district discouraged field trips because of the fuel shortage, Project elementary students participated in virtually the same number of trips as during the previous year. The number of actual times a Project student participated in a field trip in the 73-74 school year was two percent greater than the number for the 72-73 school year.

The plans for the interaction activities to be associated with the field trips were not implemented; thus, Project students did not participate in any activities with majority-group students from other schools.

Secondary - Appendix 0 also reports the number of field trips in which students in secondary bilingual classes participated. In addition to the one-day trip to San Antonio, students at Johnston participated in seven local trips, students at Austin in one local trip, and students in Allan and Martin in no local trips.

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OBJECTIVE (3.a):

By the end of the project period in June, 1974, the staff will have demonstrated their knowledge of the minority-group culture by the utilization of activities and materials which incorporate minority-group culture into the routines of the classroom.

LEVEL OF ATTAINMENT:

NONE OF THE BILINGUAL CLASSROOMS, THE TEAM CLASSROOMS, OR THE MONOLINGUAL CLASSROOMS AS GROUPS RECEIVED A RATING DEFINED AS ADEQUATE IN THE AREA OF INCORPORATING THE STUDENTS' BACKGROUND AND CULTURE INTO CLASSROOM ACTIVITIES DURING ANY OF THE THREE ROUNDS OF CLASSROOM OBSERVATIONS.

EVIDENCE:

Project classrooms were observed three times during the school year (except monolingual classes at Metz and Palm which were observed twice) by the Classroom Observers. During each observation, the classrooms were rated on two factors related to this objective. One factor recorded references to students' backgrounds (home and community) and the other recorded references to the students' cultural heritage. The criteria used were designed so that a rating of three on a five point scale, one being no evidence and five being much evidence, would reflect adequate incorporation of students' background and culture into classroom activities.

Appendix A reports the results of the observations in detail. No group of teachers reached the 3.0 criterion during any of the observations conducted. Mean ratings for monolingual and team classrooms were consistently below 2.0, while mean ratings for bilingual classrooms were above 2.0 but below 2.5.

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OBJECTIVE (3.b):

Guidelines for the Human Development Program will be followed in classrooms implementing Human Development Program activities.

LEVEL OF ATTAINMENT:

NO CLASSROOMS IMPLEMENTED THE HUMAN DEVELOPMENT PROGRAM.

EVIDENCE:

The planned inservice training for teachers in the Human Development Program was not conducted nor were materials required provided to teachers.

# OUTCOME OBJECTIVES

OBJECTIVE (1.1):

Students in the project kindergarten classes will have achieved the middle-socioeconomic-level midyear national norm (35.3) as measured by the Boehm Test of Basic Concepts.

LEVEL OF ATTAINMENT:

CONSIDERING THE PROJECT AS A WHOLE, THIS OBJECTIVE WAS ACHIEVED.

EVIDENCE:

The average post-test total score for all 199 project kindergarten students from whom scores were obtained was 35.3, which is equal to the normative mean score for middle socioeconomic level students tested at midyear. It is worthy of note, however, that there was some variation among the four schools in the level of attainment on this test. In two of the four schools (Govalle and Palm) the average midyear score was somewhat greater than 35.3, while in the other two schools (Allison and Metz) the average scores were slightly lower (34.3 and 33.1, respectively). Since the objective was stated in terms of the project as a whole, however, it can be concluded that, while two of the schools did not quite reach the specified level, the overall mean of 35.3 does indicate that this objective was achieved. See Appendix P for further discussion of the data obtained with this instrument.

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OBJECTIVE (1.2):

By the end of the project period in 1974 a statistically significant ($P < .05$) higher number of students at each Bilingual/Bicultural Project elementary school will achieve mastery on at least 50% of the reading objectives selected* for that level as measured by the McGraw-Hill/CTB Prescriptive Reading Inventory (PRI) over the level achieved on an administration of the PRI in September, 1973. (*Classroom teachers, under the supervision of the Title I Learning Coordinator, Title I Reading Coordinator, and Bilingual/Bicultural Project Coordinator, will select from the PRI those objectives which will be emphasized at their school and various levels during the project).

LEVEL OF ATTAINMENT:

CONSIDERING THE PROJECT AS A WHOLE, THIS OBJECTIVE WAS NOT ACHIEVED. THERE WERE, HOWEVER, LARGE DIFFERENCES IN LEVEL OF ATTAINMENT IN DIFFERENT SCHOOLS AND GRADE LEVELS. AT ALLISON SCHOOL, THE OBJECTIVE WAS ACHIEVED IN 2ND. GRADE, BUT NOT IN 3RD. OR 4TH. GRADES. AT BOTH GOVALLE AND METZ, THE OBJECTIVE WAS ACHIEVED IN 2ND. AND 3RD. GRADES, BUT NOT IN 4TH. GRADE. AT PALM, THE OBJECTIVE WAS NOT ACHIEVED IN EITHER 2ND., 3RD. OR 4TH. GRADES.

EVIDENCE:

At Allison school, significant increases in number of students achieving mastery were observed on 16 of the selected 21 (76%) objectives in 2nd. grade, but only 2 of 20 (10%) in 3rd. grade, and 6 of 20 (30% in 4th. grade. At Govalle, increases were observed on 14 of 22 (64%) objectives in 2nd. grade, 16 of 28 (57%) in 3rd. grade, but only 1 of 28 (4%) in 4th. grade. At Metz, increases occurred on 11 of 22 (50%) objectives in 2nd. grade, 10 of 20 (50%) in 3rd. grade, but none of 20 (0%) in 4th. grade. At Palm, increases occurred on 7 of 19 (37%) 2nd. grade objectives, 1 of 17 (6%) 3rd. grade objectives, and 2 of 17 (12%) 4th. grade objectives. Combining all four schools and all three grade levels, significant increases occurred on 86 of 254 objectives, for an overall percentage of 34.

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OBJECTIVE (1.3)

Mean California Achievement Test subscores on reading of students in the bilingual humanities classes when measured in the spring of 1974 will be significantly higher than those of a control group. Significantly in this case will be defined as a statistical probability level .10 or less.

LEVEL OF ATTAINMENT:

THIS OBJECTIVE WAS DEFINITELY NOT ACHIEVED AT EITHER OF THE TWO SENIOR HIGH SCHOOLS (AUSTIN AND JOHNSTON). THE OBJECTIVE WAS MET AT MARTIN JUNIOR HIGH. DATA TO EVALUATE THE ATTAINMENT OF THIS OBJECTIVE WERE NOT OBTAINED FROM ALLAN JUNIOR HIGH.

EVIDENCE:

Mean raw scores on the CAT (Level 5, Form A) Reading Test administered at Austin High in April, 1974 for bilingual and control students, respectively, were 17.1 and 24.2 for Vocabulary, 17.3 and 24.3 for Comprehension, and 34.3 and 48.5 for the total score. These differences were, in fact, significant at well beyond the .10 level; however, they were in the wrong direction, the differences in all three cases favoring the control group.

At Johnston High, the same test was given during the same month as at Austin High. For bilingual and control students, the corresponding means were 20.3 and 20.5 for Vocabulary, 21.3 and 19.8 for Comprehension, and 41.6 and 40.2 for the total score. None of these differences approached significance at the .10 level of probability.

At Martin Junior High, the CAT (Level 4, Form A) Reading Test was also given during the month of April. Mean scores for bilingual and control students were 23.8 and 18.4 for Vocabulary, 25.4 and 18.3 for Comprehension, and 49.2 and 35.6 for the total scores. In all three cases these differences were significant at well beyond the .10 level specified in the objective. Therefore, it can be concluded that bilingual students at Martin did score significantly higher on this test than did the control students, and that the objective was met.

Since the necessary data were not obtained, this objective can not be evaluated for Allan Junior High. More complete discussion of the CAT data may be found in Appendix R.

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OBJECTIVE (1.4):

Sixty percent of the Spanish dominant K-6th. grade students in the project schools who have participated in the Spanish reading instructional program in the Bilingual/Bicultural Project will gain .6 years' growth in Spanish reading skills as measured on the Inter-American Prueba de Lectura from a pre-test to a post-test administration.

LEVEL OF ATTAINMENT:

SINCE THE PRUEBA DE LECTURA HAS NO CONVERSION TABLES FOR DERIVING GRADE-EQUIVALENT SCORES FROM RAW SCORES, IT IS IMPOSSIBLE TO ASSESS ATTAINMENT OF THIS OBJECTIVE AS STATED. HOWEVER, IT CAN BE CONCLUDED THAT THE SPANISH INSTRUCTIONAL PROGRAM PROBABLY WAS EFFECTIVE AT INCREASING SPANISH READING SKILLS.

EVIDENCE:

First grade students in bilingual classes tested in April had an overall mean total score of 22.40, just short of the 50th percentile in the normative group for this test. Since first grade students were not pretested, no determination of the magnitude of gains made during the year can be made. In second grade, there was an overall average gain of approximately 7 points (from 25.01 to 32.06), statistically significant beyond the .0001 level. The post-test mean of 32.06 was close to the 75th. percentile level of the normative sample of second grade Spanish speaking students.

In Third grade the overall average gain was over 9 points (32.11 to 41.52), also statistically significant beyond the .0001 level. The post-test mean for third grade was above the 75th. percentile for the normative third grade group. In fourth grade the average gain was approximately 8 points, again significant beyond the .0001 level. In fifth grade, little actual Spanish reading instruction was given as reflected in a non-significant gain of less than two points (from 47.30 to 49.06). Appendix S contains a complete presentation of these data.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

OBJECTIVE (1.5):

Mean scores on the Prueba de Lectura (Spanish reading test) of students in the bilingual humanities classes when measured in the spring of 1974 will be significantly higher than those of the control groups. Significantly in this case will refer to a statistical probability of .10 or less.

LEVEL OF ATTAINMENT:

THIS OBJECTIVE WAS ACHIEVED AT AUSTIN HIGH, BUT NOT AT JOHNSTON HIGH. CONSIDERING THE TWO HIGH SCHOOLS TOGETHER, HOWEVER, IT CAN BE CONSIDERED THAT THE OVERALL OBJECTIVE WAS PROBABLY ACHIEVED. THE OBJECTIVE WAS NOT ACHIEVED FOR ALLAN JUNIOR HIGH 7th GRADE OR 8th GRADE, NOR FOR MARTIN JUNIOR HIGH 8th GRADE (7th GRADE AT MARTIN HAD NO BILINGUAL CLASSES)

EVIDENCE:

Mean scores for bilingual and control students at Austin High were, respectively, 18.2 and 11.0 for the first scale (Vocabulary), 14.0 and 7.5 for the second scale (Speed of Comprehension), and 15.8 and 10.8 for the third scale (Level of Comprehension). In all cases these differences favoring the bilingual group were statistically significant at well beyond the .10 level specified in the objective.

For bilingual and control students at Johnston High, the comparable figures were 19.8 and 17.2 for the first scale and 16.5 and 14.0 for the second scale; an insufficient number of control students completed the third scale to allow an analysis of it. In neither of the two cases in which comparisons were possible did the observed differences approach significance at the .10 level.

In the Junior High Schools, post-test total score means for bilingual and control students were, respectively, 66.8 and 70.0 for Allan 7th Grade, 64.4 and 55.9 for Allan 8th Grade. None of these differences approached significance at the specified .10 level. More detailed information about these results may be found in Appendix T.

OBJECTIVE (2.1)

By the end of the project period in 1974 a statistically significantly ($p<.05$) higher number of students at each Bilingual/Bicultural Project elementary school will achieve mastery on at least 50% of the objectives related to vocabulary (numbers 38 through 56) selected * for that level as measured by the McGraw-Hill/CTB Prescriptive Reading Inventory (PRI) over the level achieved on an administration of the PRI in September of 1973 (* see Objective 1.2)

LEVEL OF ATTAINMENT

ALTHOUGH SOME SCHOOLS AND GRADES INDIVIDUALLY ATTAINED THIS OBJECTIVE, OVER THE FOUR ELEMENTARY SCHOOLS COMBINED, THIS OBJECTIVE WAS NOT ACHIEVED.

EVIDENCE

In second grade, significant increases in percent mastery were observed on all three of the selected three vocabulary objectives (100%) at Allison, on 3 of 4 (75%) at Govalle, 1 of 4 (25%) at Metz, and 2 of 4 (50%) at Palm. Thus over all four schools, significant increases were noted on 9 of 15 (60%) selected vocabulary objectives.

In third grade, significant increases occurred on none of three (0%) selected objectives at Allison, on 4 of 6 (67%) at Govalle, 3 of 4 (75%) at Metz, and 0 of 3 at Palm. Over all four schools, significant increases in mastery for third grade students were observed on 7 of 16 (44%) objectives.

In fourth grade, significant increases were observed on 1 of 3 selected objectives at Allison, on 0 of 6 at Govalle, 0 of 4 at Metz, and 0 of 3 at Palm, for an overall fourth grade figure of 1 of 16. Combining all four schools and all three grades, significant increases in percentages of students mastering were found on 17 of 47 (36%) objectives.

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OBJECTIVE (2.2)

Students will demonstrate a statistically significant increase in vocabulary related to field trips and cultural activities from pre-test (Fall, 1973) to post-test (Spring, 1974) scores. Significant in this case will be defined as a statistical probability of .10 or less.

LEVEL OF ATTAINMENT:

THE OBJECTIVE WAS ACHIEVED AT MARTIN JUNIOR HIGH SCHOOL, AUSTIN SENIOR HIGH SCHOOL, AND JOHNSTON SENIOR HIGH SCHOOL, BUT WAS NOT ACHIEVED AT ALLAN JUNIOR HIGH SCHOOL.

EVIDENCE:

Mean scores for pre- and post-tests, respectively, at Allan Junior High School were 27.78 and 27.86, virtually no difference and statistically insignificant. For Martin Junior High the corresponding means were 29.28 and 32.81, a difference which is significant beyond the .10 level of probability. Pre- and post-test means at Austin High were 39.02 and

40.43, and at Johnston High these corresponding figures were 28.23 and 33.95. In both cases these differences were statistically significant at the .10 level. Further description of the results may be found in Appendix U.

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OBJECTIVE (3.1)

At least 60% of project elementary school children initially scoring low (i.e., below the mean), on the Piers-Harris Children's Self Concept Scale (3rd to 6th) or the Primary Self-Concept Inventory (K-2nd) pre-test will show a significant inprovement in self-concept as measured by post-test scores on the Piers-Harris or the Primary Self-Concept tests. Significant is defined as a statistical probability level of .10 or less.

LEVEL OF ATTAINMENT

THIS OBJECTIVE WAS PROBABLY ACHIEVED IN KINDERGARTEN, FIRST, AND SECOND GRADES. IT WAS DEFINITELY NOT ACHIEVED IN THIRD, FOURTH, FIFTH, OR SIXTH GRADES.

EVIDENCE

Evaluation of level of attainment for this objective requires knowledge of the standard error of measurement for the test in order to estimate the magnitude of gain required for statistical significance. For statistical significance at the .10 level, an individual gain would have to be equal to or greater than slightly more than one and one half times the standard error of measurement of the test. In the case of the Primary Self-Concept Test, the error of measurement is not reported directly. However, given the reported test-retest reliability coefficient of .91 and the observed standard deviation of approximately 2.7 points for total test scores, the error of measurement for the test can be estimated as approximately 0.8 of a point. Since this number then needs to be multiplied by 1.64 (the z value corresponding to a 10 percent cut off point) it can be seen that a one-point gain is not quite significant at the specified 10% level, while a two-point gain is. Using the somewhat conserative cut-off of two points, the objective was still met in kindergarten and first grade, and probably was also met in second grade. Of a total of 98 kindergarten students scoring below the mean on the pretest, 65 (66%) gained two points or more on the post-test. Similarly, 85 of 140 (61%) first grade students initially scoring below the mean gained two points or more on the post-test. In second grade, 70 of 126 (56%) initially low scoring students gained two points or more, very close to the 60% specified in the objective.

The standard error of measurement for the Piers-Harris test is reported in the test manual as equal to approximately 6 points. Thus the required difference for statistical significance on this test is 10 points. Given this required difference for a significant individual gain, the objective was clearly not met in any of grades three through six. Of 163 initially low third grade students, 47 (29%) gained 10 points or more on the post-test; of 185 low fourth grade students, 46 (25%) gained 10 points or more; of 177 fifth grade students, 64 (36%) gained 10 points or more; and of 108 initially low sixth grade students, 26 (24%) gained 10 points or more on the post-test.

Thus the 60% level of attainment specified in the objective was not reached in any of these four grades. Further discussion of results for the self concept tests may be found in Appendices V (Primary Self-Concept Inventory) and W (Piers-Harris Children's Self Concept Scale).

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## OBJECTIVE (3.2)

At least 80% of project elementary school children initially scoring high (i.e., above the mean) on the Piers-Harris Children's Self-Concept Scale (3rd to 6th grade) or the Primary Self-Concept Inventory (K-2nd) pretest will maintain or improve their self-concepts as measured by post-test scores on the Piers-Harris or the Primary Self-Concept Inventory, respectively.

## LEVEL OF ATTAINMENT

THIS OBJECTIVE APPEARS TO HAVE BEEN ACHIEVED ONLY AT THE 6th GRADE LEVEL. AT ALL OTHER (K-5) GRADE LEVELS, THE OBJECTIVE WAS DEFINITELY NOT ACHIEVED.

## EVIDENCE

Using the standard error of measurement of the test as in the evaluation of Objective 3.1, it can be argued that a slight apparent loss from pretest to post-test can be considered as essentially representing no change. That is, if the difference between two individual scores is within boundaries defined by the standard error of measurement, those two scores cannot actually be considered as truly differing from each other. On the Primary Self-Concept Inventory, a loss of up to one point may be considered as non-significant. Thus a loss of one point can still be considered as representing maintenance of the previous level. Even using this one point loss as a cut-off, only 92 of 130 (71%) initially high scoring kindergarten students maintained or improved their scores, 134 of 204 (66%) first grade students maintained or improved, and 160 of 240 (67%) second grade students maintained or improved their scores. In none of these three grades was the 80% level specified in the objective attained.

For grades three through six, where the Piers-Harris test was used, pre-post losses of up to 10 points can be considered as non-significant. Using this cut-off point, 142 of the 183 (78%) third grade students who initially scored above the mean maintained or improved their scores; 152 of 202 (75%) fourth grade students maintained or improved; 138 of 185 (75%) fifth grade students maintained or improved; and 111 of 133 (83%) sixth grade students maintained or improved their scores, thus being the only grade level to attain the level specified in the objective. Further discussion of the self-concept test results may be found in Appendices V (Primary Self-Concept Inventory) and W (Piers-Harris Childrens Self-Concept Scale).

## VII

## INTERRELATIONSHIPS

The C.I.P.O. evaluation model employed in this report assumes that there are critical relationships among the four components of the evaluation - context, input, process, and outcomes. The data reported here support this assumption. Three major objectives were identified in terms of desired student outcomes. The first, increase in communication skills in English and in Spanish, was supported by a minimal level of inputs and processes. The second, increase in experience background of students, was poorly supported by inputs and processes. The third, increase in students' self-concepts, was also poorly supported by inputs and processess. In each case, the degree to which the desired student outcomes were achieved related to the degree to which input and process objectives were achieved.

There was a major overriding factor which seems to have contributed heavily to the functional level of the Project. This was the late notification of funding from the Office of Education, preventing in-depth planning of programmatic activities. Characteristic of the effects of this late notification was the shrinkage of the pre-program summer workshop from fifteen days to five days. Additionally, the quantity of materials ordered and the established bid procedures in the district resulted in a delay in the delivery of most of these to teachers until well into the school year and in the non-delivery of large quantities of the supplies ordered.

A contributing factor was the enormity of the Bilingual/Bicultural Project. From a local bilingual effort funded at around $20,000, the schools had to gear up for an $800,000 program. The identification of additional teachers, the inclusion of secondary schools, and the expansion to new subject areas were tasks which require much pre-planning and organization. The hiring of persons to fill staff positions was a task completed after the beginning of the school year.

The psychological high created by the promise of such resources as the Project had to offer was a drastic contrast to the actual delivery of these resources. Teachers operated in situations where materials and supplies were "on order" and Project staff were unavailable to help them organize their greatly expanded bilingual activities.

As a result, then, of the normal "first year problems" combined with the last minute funding and the slow delivery process for materials, the 73-74 Bilingual/Bicultural Project was actually never fully functioning. In fact, the whole fall semester might well be considered as preceeding Project implementation.

These and other factors relevant to the interrelationships discussed here are reported in the formative evaluation report on April 23, 1974 titled Preview: Evaluation of the 1973-1974 Bilingual/Bicultural Project. That report discusses materials acquisition, school visitations by Project staff, and teacher/principal/parent input into Project activities.

# VIII

# Appendices

## Appendix A

## INSTRUMENT REPORT

## ELEMENTARY CLASSROOM OBSERVATION GUIDE

| | |
|---|---|
| Date/Period of Administration: | Throughout the 73-74 School Year |
| Population: | All Project Elementary Classrooms |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

# DESCRIPTION OF ELEMENTARY CLASSROOM OBSERVATION GUIDE

## Number of administrations of the instrument

Three

## Location of administration

In Project elementary classrooms

## Problems with the measure or with the administration which might affect the validity of the measure

Form was adequate to describe the variety of activities occuring.

## Training of the administrators

By Office of Evaluation Staff

## Brief description of the instrument

Checklist for activities relating to each of fourteen factors

## Rationale for the instrument

To describe activities being conducted in Project elementary classrooms

## Developer of the instrument

Staff of the Office of Evaluation

## Development of the instrument

Consulting with Project staff about areas of interest, then generating observation form format.

## Standardization of the instrument

None

## Reliability and validity of the instrument

No data available

# REPORT ON THE OBSERVATION OF INSTRUCTIONAL ACTIVITIES IN ESAA BILINGUAL/BICULTURAL PROJECT ELEMENTARY SCHOOLS

On-going evaluation of Austin Independent School District ESAA Bilingual/Bicultural Project included the documentation of elementary classroom activities through observation processes designed to determine the degree of implementation of methods and materials introduced in in-service training workshops and other Project activities. The following is a description of that observation process and a report on the information gathered during the observations. Generally, this report illustrates that Project classrooms demonstrated appropriate instructional techniques but very low levels of activities incorporating students' backgrounds and culture.

## Evaluation Questions

1. Did bilingual and team classes make appropriate use of bilingual materials and methods?

2. Were the cultures and backgrounds of students incorporated into classroom activites?

## Process Objectives

The classroom observations were planned and conducted to provide data required to assess the level of attainment of the following process objectives.

1. Teachers and aides in Project bilingual classrooms will effectively use the materials and methods available to them. Effectively will be defined as a minimum rating of three out of five on 75% of all factors observed on the Elementary Classroom Observation Guide.

2. Teachers and aides in Project classrooms will demonstrate their knowledge and understanding of minority group cultures by successfully incorporating them into the regular activities of their classroom. Successfully will be defined as a minimum rating of three out of five on the items designed to measure this objective on the Elementary Classroom Observation Guide.

## Procedure

Each classroom in Project elementary schools, grades K-5, was observed by a Classroom Observer from the Office of Evaluation. Because of time limitations imposed by year-end activities, the bicultural or monolingual classes in Metz and Palm were observed only twice; however, the bicultural classes in Allison and Govalle were observed 3 times, as were all the bilingual and team classrooms in all 4 schools.

Three hundred fifteen observations were conducted from November to May, each observation being from 45 minutes to 1 hour. During that hour the Classroom Observer completed the Elementary Observation Guide that had been developed by the evaluation staff. No information was solicited from the teacher or the students directly. All information was derived solely through observation of classroom organization and activities.

At the end of each of the first two observations, school principals were provided a summary of the observation results. This procedure was changed for the third observations to a policy of leaving the completed observation form with the classroom teacher and sending a copy to the principal.

Teachers were not informed of the exact day and time they were to be observed; however, principals were notified of the week that the Observers were to be in the school, and an announcement was posted on the bulletin boards at most schools.

## Form

The Elementary Classroom Observation Guide (See Attachment I) that was completed by Observers during each observation was developed by the staff of the Office of Evaluation from a list of 15 areas suggested in conference with the ESAA Bilingual/Bicultural Project staff. Each item on the Guide is related to one of those areas. The initial Observation Guide was a statement of the item, followed by a space in which the Observer detailed evidence and activities related to that item.

To facilitate the observation process, the Guide was changed for the second round of observations so that the Observer did not have to be continually writing throughout each observation. This was done by including under each item a check list of the evidences most often noted during the initial round of observations. The Observer thereafter could note the activity or evidence related to a particular item and merely check it on the Guide. Space was left under each item for further comments by the Observer when necessary. Included in this second Observation Guide was a language preference guide which the Observer used to record the amount of Spanish being spoken in the classroom during both instructional and non-instructional activities. A rating of from 1 to 5 was given in categories (student to student interaction, student to aide interaction, student to teacher interaction, teacher to student interaction, aide to student interaction), with 1 being no Spanish being spoken and 5 being all Spanish. The amount of English being spoken in the classroom was measured in the same manner. For an analysis of the interaction data gathered, see Appendix E.

Fifteen factors were rated during the first observations; however, "Classroom Orderly" was dropped as a factor thereafter, leaving fourteen as the final number for analysis. These factors are:

1. Classroom Conducive to Learning
2. Classroom Displays Colorful and Plentiful
3. Classroom Non-Threatening and Democratic
4. High Student Interest
5. Teacher Preparation
6. Smooth, Flexible Scheduling
7. First-Hand Activities
8. Appropriate Writing Activities
9. Appropriate Oral Language Activities

10. Student Directed and/or Initiated Activities
11. Appropriate Grouping Strategies
12. Effective Questioning Strategies
13. Student Background References
14. Cultural References

Factors 1-14 relate to process objective number 1. Factors 13 and 14 also relate to process objective number 2.

## Analysis

Bilingual and team classroom ratings for all three observations were analyzed with an analysis of variance routine which compared differences among schools, differences between class types, and differences among trials (each round of observations is considered a trial). In addition, interaction effects between and among each of these three dimensions were computed. The .05 level of confidence was required to accept any differences found as being significant, that is, due to effects other than measurement error. Table I shows those comparisons found to be significant.

Since the monolingual classrooms of only Allison and Govalle were observed three times, another analysis of variance was performed on the ratings from just these two schools for all three class types. The same dimensions were considered and the same confidence levels required as before.

## Results

There were no significant differences found among the four elementary schools either in the ratings received during each round of observations or in the amount of change made throughout the year. All schools must be considered statistically equivalent in their classroom activities as measured by the observation process. Detailed data for individual schools are on file in the Office of Evaluation.

The difference between class types, bilingual and team, was not sufficient to reach significance. However, when the two schools in which all three class types were observed three times are considered, the differences between the bilingual, team, and monolingual classrooms is significant. The order of the rankings was bilingual classes with the highest ratings, team classrooms, and then monolingual classrooms.

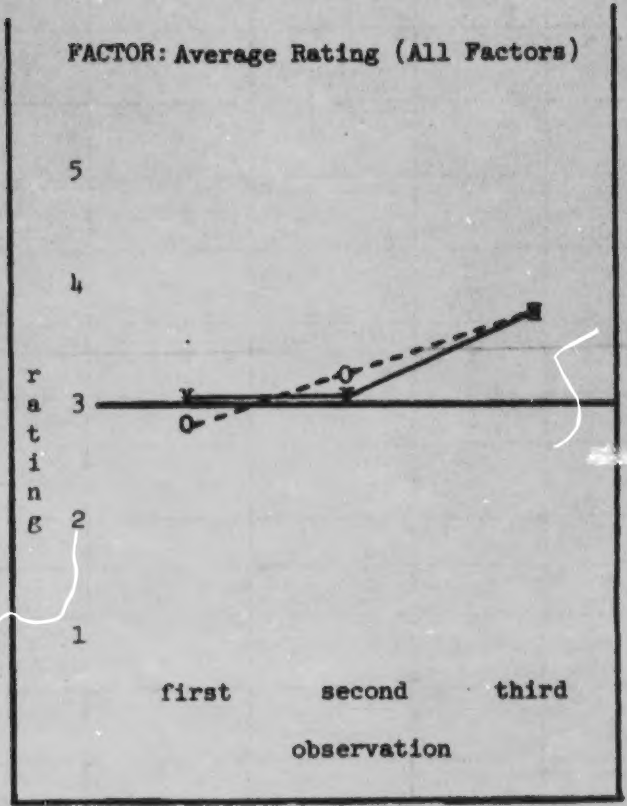
The analysis of changes in ratings over trials showed significant increases for each class type. Of major interest is the finding that although the team classrooms on the first round of observations were lower than the bilingual classrooms, the team classrooms were actually rated higher on the second observations and statistically equivalent on the third. The result is that the gain over the three trials for the team classrooms is significantly greater than for the bilingual classrooms (See Figure 1).

Figures 2-15 display the changes over trials for both the bilingual and team classrooms for each of the fourteen factors rated. The vertical line drawn at the 3.0 level represents the operationally defined level of adequate performance. The mean ratings fall above the 3.0 level for eleven

## TABLE I COMPARISONS OF CLASSROOM OBSERVATION DATA - FOUR SCHOOLS BY TWO CLASS TYPES BY THREE TRIALS

| FACTOR ON ELEMENTARY OBSERVATION GUIDE | COMPARISON - ANOVA (X = P<.05) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Schools | Types of Classroom | Schools by Class Type | Trial | Schools by Trial | Class Type by Trial | School by Class Type by Trial |
| 1. Classroom Conducive to Learning | | | | X | | | |
| 2. Classroom Displays Colorful and Plentiful | | | | X | | X | |
| 3. Classroom Non-Threatening and Democratic | | | X | | | | |
| 4. High Student Interest | | | | X | | | |
| 5. Teacher Preparation | | | | X | | | |
| 6. Smooth, Flexible Scheduling | | | | X | | X | |
| 7. First-Hand Activities | | | | X | | | |
| 8. Appropriate Writing Activities | | | X | X | | | |
| 9. Appropriate Oral Language Activities | | | | X | X | X | |
| 10. Student Directed and/or Initiated Activities | | X | | | | | |
| 11. Appropriate Grouping Strategies | | | | X | | X | |
| 12. Effective Questioning Strategies | | | | X | | | |
| 13. Student Background References | | | | X | | | |
| 14. Cultural References | | X | | X | | | |
| ALL FACTORS | | | | X | | X | X |

Figure 1



X = bilingual classes
0 = team classes

Figure 2

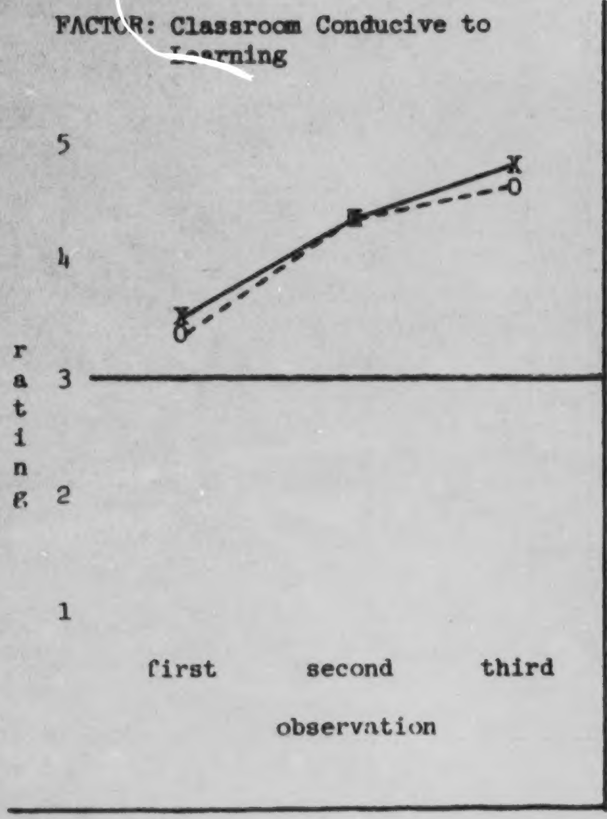


Figure 3

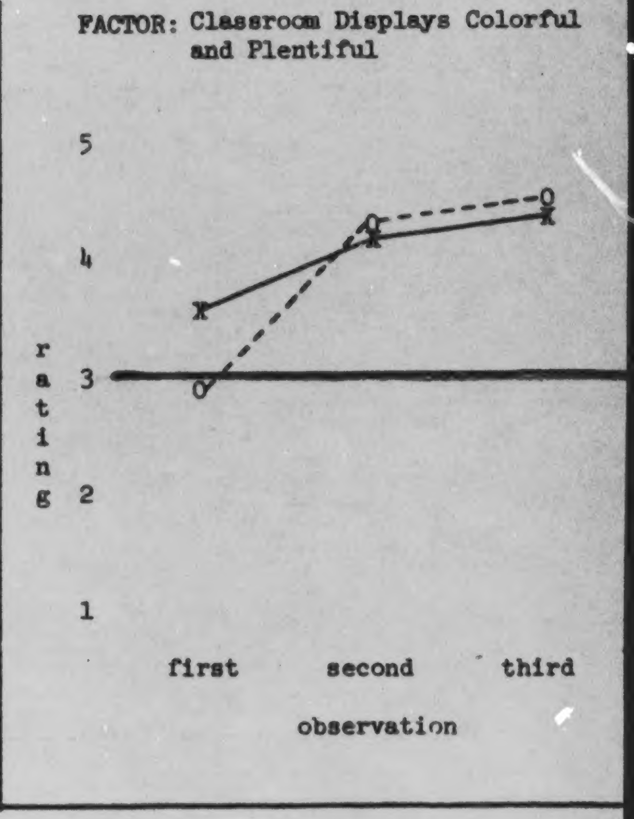


Figure 4

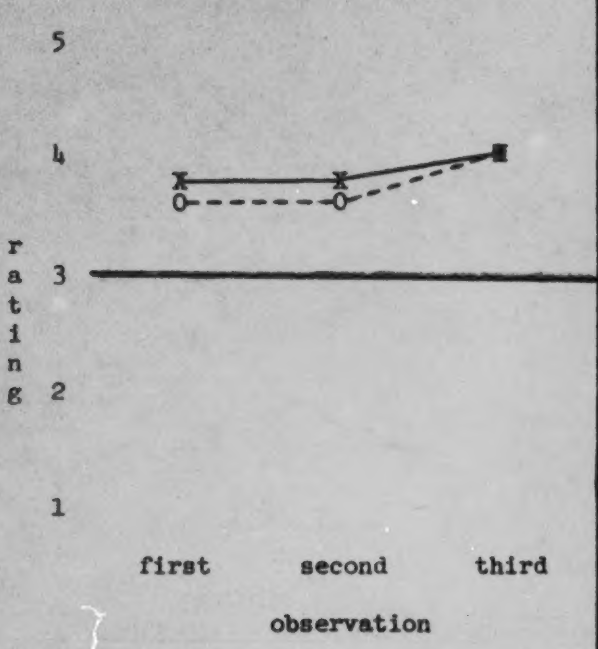

FACTOR: Classroom Non-Threatening and Democratic

Figure 5

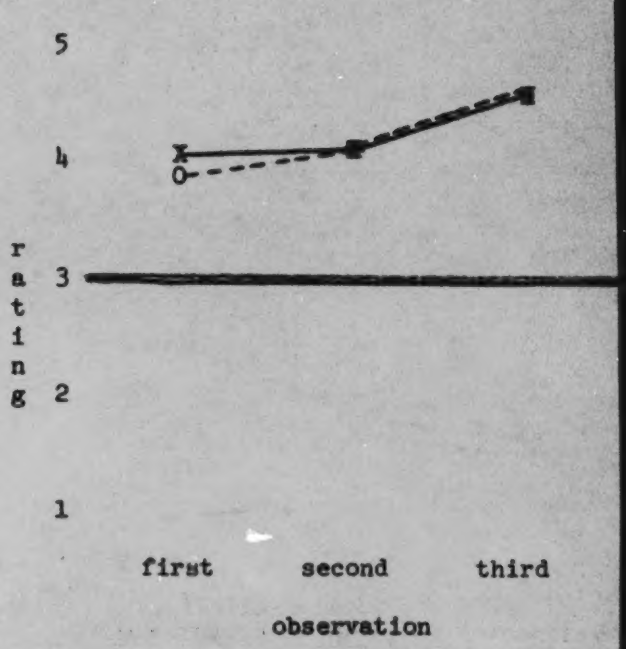

FACTOR: High Student Interest

Figure 6

FACTOR: Teacher Preparation Evident

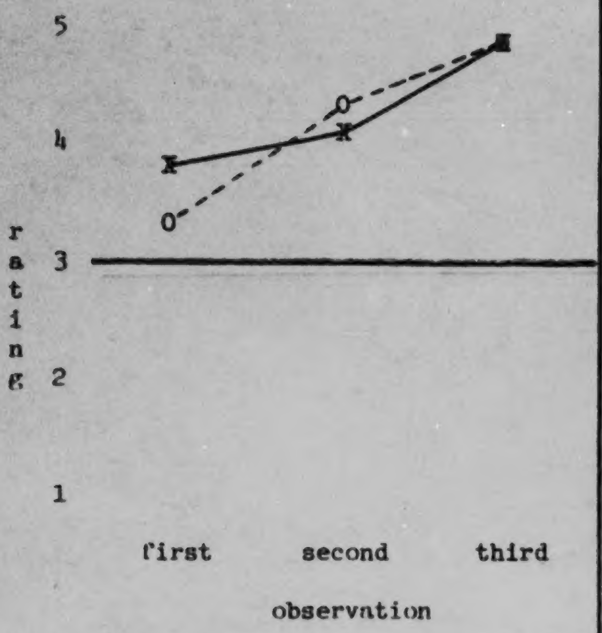


Figure 7

FACTOR: Smooth, Flexible Scheduling

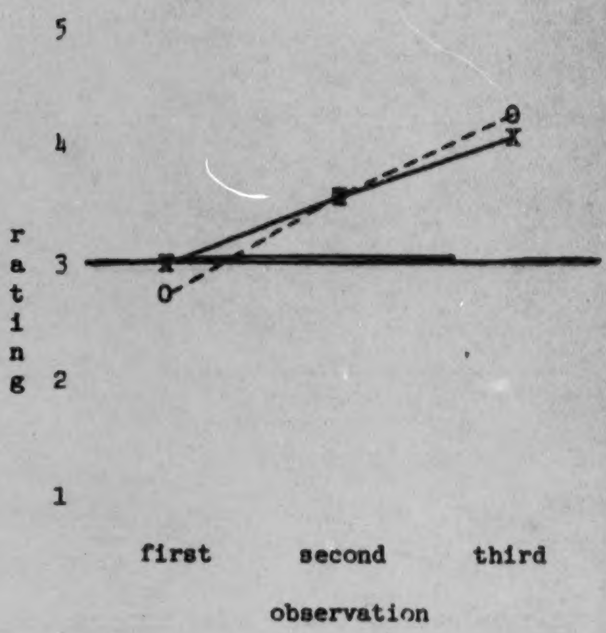


Figure 8

FACTOR: First-Hand Activities

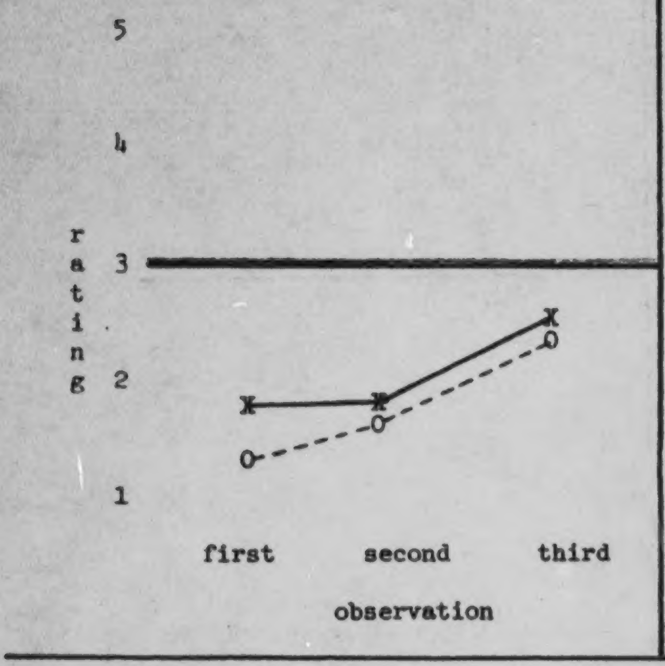


Figure 9

FACTOR: Appropriate Writing Activities

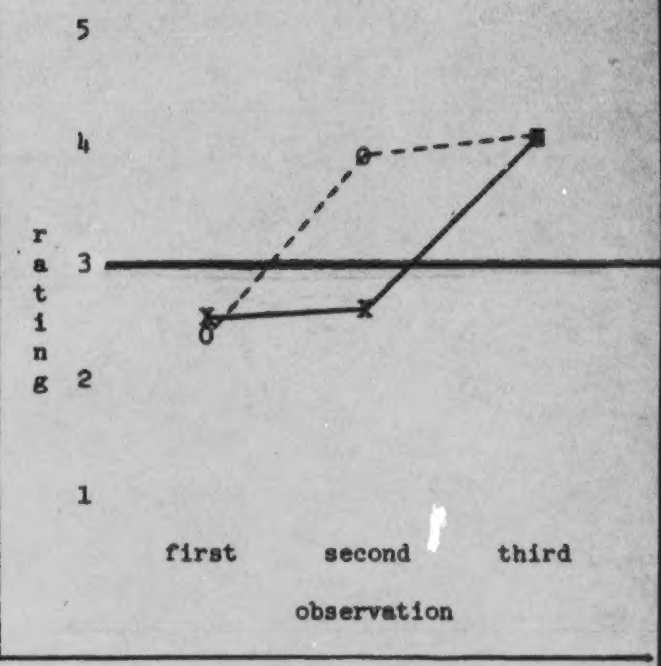
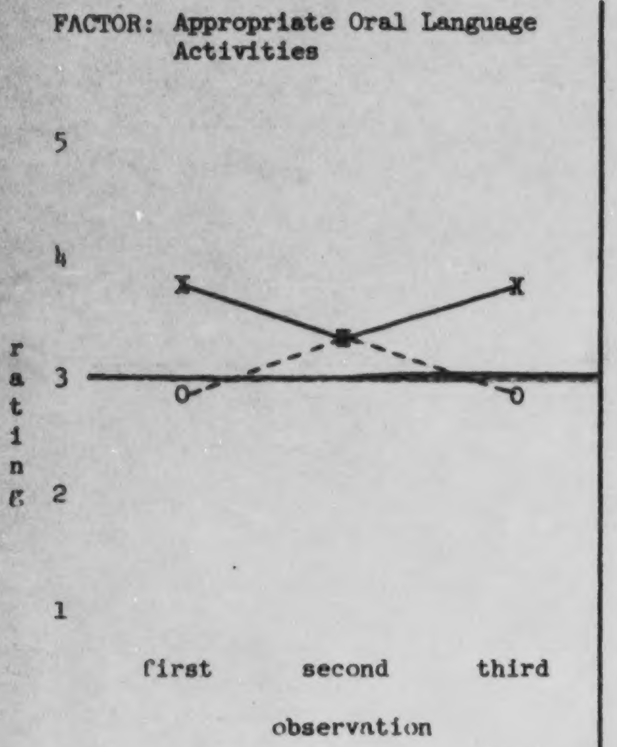
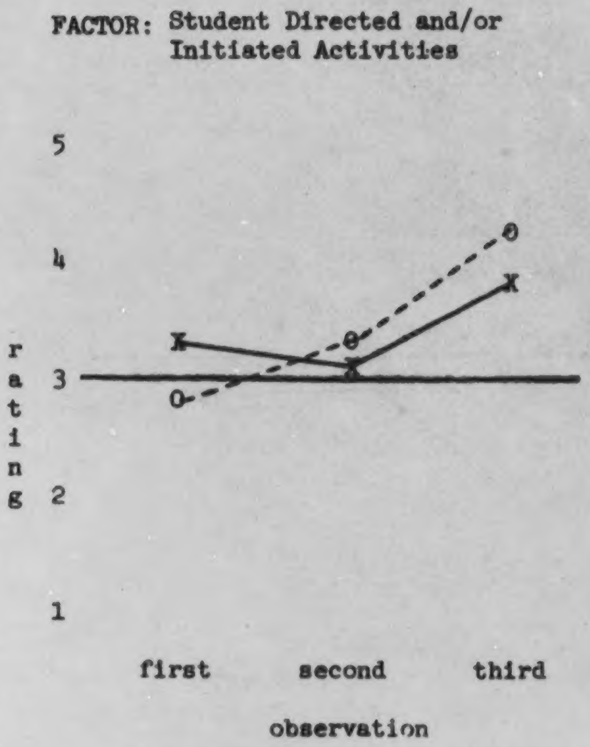


Figure 10



FACTOR: Appropriate Oral Language Activities

Figure 11



FACTOR: Student Directed and/or Initiated Activities

Figure 12

FACTOR: Appropriate Grouping Strategies

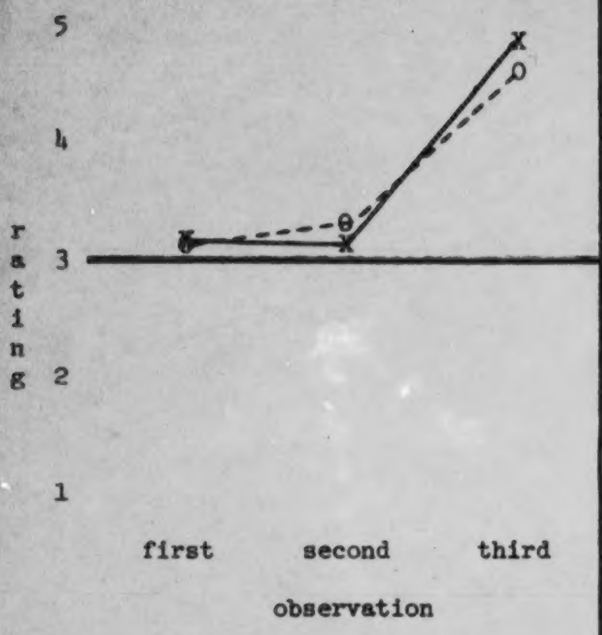


Figure 13

FACTOR: Effective Questioning Strategies

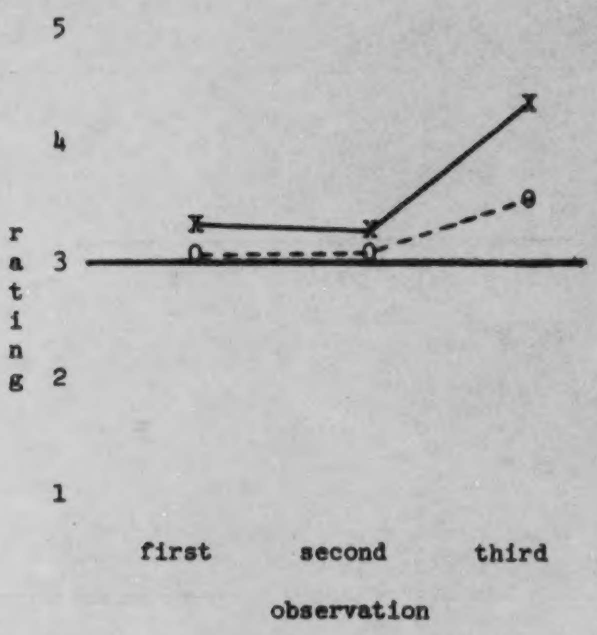


Figure 14

FACTOR: Student Background References

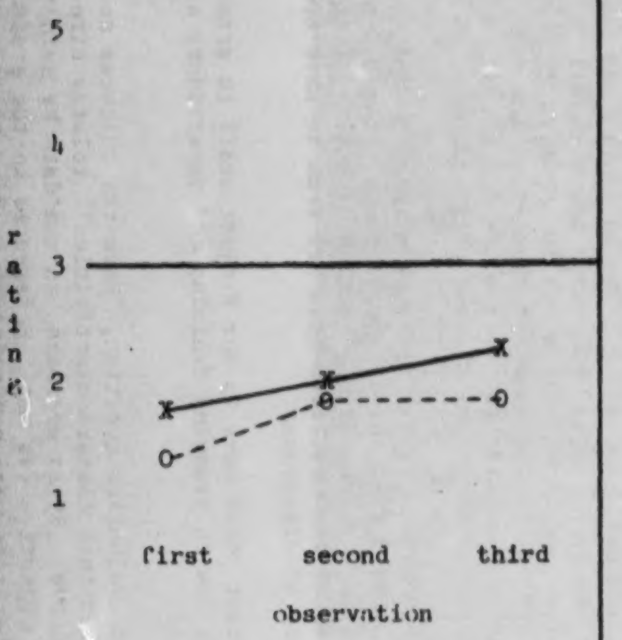
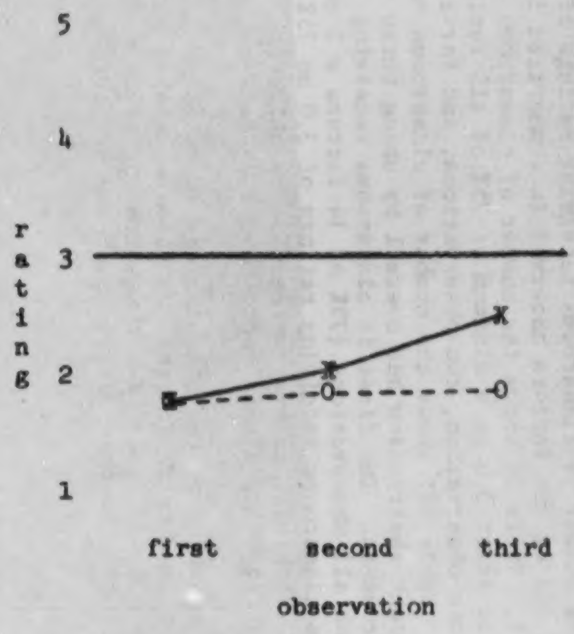


Figure 15

FACTOR: Cultural References



of the factors and well below 3.0 for three. These three are "First-Hand Activities," "Student Background Activities," and "Cultural References."

Considering individual classrooms rather than overall means for class types, the number of classrooms receiving ratings of 3.0 or higher on at least 75% of the factors observed is summarized in Table II and Table III. Table II shows the number of classrooms meeting the objective of at least 3.0 on a minimum of 75% of all factors on no observation, one observation, two observations, and for all three observations. Table III shows the number of classrooms meeting the objective on each observation and overall by using three different measurement approaches. The first is classrooms receiving 3.0 on 75% of all factors on all observations (75% of 14 factors x 3 observations). The second is classrooms receiving ratings of 3.0 on 75% of the factors when the three observations are averaged. The third is a classroom meeting the objective using either approach one or two.

Table IV breaks down the mean ratings for each observation by school, class type, and trial for the two factors related to the second process objective. In no case did the mean rating reach the process objective. In no case did the mean rating reach the 3.0 level.

## Conclusions

The first evaluation question, "Did bilingual and team classrooms make appropriate use of bilingual materials and methods?" relates directly to the first process objective. This can be answered from two points of view. Treating factors as the relevant dimension, the mean ratings for both bilingual and team classrooms were above 3.0 for 11 of the 14 factors, or 78%. Using this approach, the objective was met.

Treating classrooms as the relevant dimension, only 67% of the bilingual classrooms and 47% of the team classrooms rated 3.0 or above on at least 75% of the factors when a combination of scoring methods is used. Using this approach, the objective does not seem to have been met by a substantial number of classrooms.

The important point here is for Project staff to attend to the areas rated especially low in planning training and supervisory activities in the 74-75 school year.

The second evaluation question, "Were the cultures and backgrounds of students incorporated into classroom activities?" relates directly to the second process objective. By no approach can the data be said to support a conclusion that this objective was met. References to the students' backgrounds and cultural heritage were non-existent in many Project classrooms. When class type is considered, still no group of classrooms meets the objective. As a major Project emphasis, the bringing of the students' culture and community into the classroom warrants considerable effort by the Project staff to increase the attention given this area.

The major significant comparison of ratings made in this report is of trials.

Table II Number of Times Each Classroom Met Objective for Classroom Observation

| School | Type of Classroom<br>n=number of classrooms | Number (Percentage) of Classrooms meeting objective (minimum of 3 out of 5 on at least 75% of all factors) on ... | | | |
|---|---|---|---|---|---|
| | | No Observation | One Observation | Two Observations | Three Observations |
| Allison | Bil N = 8 | 1 (13) | 2 (25) | 5 (63) | 0 ( 0) |
| | Team N = 7 | 1 (14) | 3 (43) | 2 (29) | 1 (14) |
| | Mnl N = 18 | 7 (39) | 7 (39) | 4 (22) | 0 ( 0) |
| Govalle | Bil N = 9 | 0 ( 0) | 1 (11) | 5 (56) | 3 (33) |
| | Team N = 4 | 0 ( 0) | 2 (50) | 2 (50) | 0 ( 0) |
| | Mnl N = 22 | 9 (41) | 10 (45) | 2 ( 9) | 1 ( 5) |
| Metz | Bil N = 7 | 0 ( 0) | 3 (43) | 4 (57) | 0 ( 0) |
| | Team N = 2 | 0 ( 0) | 0 ( 0) | 2 (100) | 0 ( 0) |
| | Mnl N = 16* | 9* (56) | 4* (25) | 3* (19) | * ( -) |
| Palm | Bil N = 6 | 1 (17) | 1 (17) | 2 (33) | 2 (33) |
| | Team N = 6 | 0 ( 0) | 2 (33) | 4 (67) | 0 ( 0) |
| | Mnl N = 7* | 7* (100) | 0* ( 0) | 0* ( 0) | * ( -) |
| Total | Bil N = 30 | 2 ( 7) | 7 (23) | 16 (53) | 5 (17) |
| | Team N = 19 | 1 ( 5) | 7 (37) | 10 (53) | 1 ( 5) |
| | Mnl n = 40 | 16 (40) | 17 (43) | 6 (15) | 1 ( 5) |
| | n = 23* | 16* (70) | 4* (17) | 3* (26) | * ( -) |

*Based on two observations only.
All others based on three.

Bil. = Bilingual Classroom
Team = Team Classroom
Mnl. = Monolingual Classroom

# Table III Number and Percentage of Classrooms Meeting Objective for Classroom Observation

| School | Type of Classroom n = number of classrooms | Number (Percentage) of Classrooms meeting objective (minimum rating of 3 out of 5 on at least 75% of all factors) on . . . | | | | | |
|---|---|---|---|---|---|---|---|
| | | First Observation | Second Observation | Third Observation | All Factors & Observations Combined | Mean of each Factor | Either Combined or Mean |
| Allison | Bil. N = 8 | 2 (25) | 3 (38) | 7 (88) | 5 (63) | 5 (63) | 5 (63) |
| | Team N = 7 | 2 (29) | 2 (29) | 6 (86) | 2 (29) | 2 (29) | 2 (29) |
| | Mnl. N = 18 | 3 (17) | 2 (11) | 10 (56) | 3 (17) | 2 (11) | 3 (17) |
| Govalle | Bil. N = 9 | 3 (33) | 8 (89) | 9 (100) | 8 (89) | 7 (78) | 8 (89) |
| | Team N = 4 | 1 (25) | 2 (50) | 3 (75) | 0 ( 0) | 2 (50) | 2 (50) |
| | Mnl. N = 22 | 4 (18) | 4 (18) | 9 (41) | 2 ( 9) | 3 (14) | 3 (14) |
| Metz | Bil. N = 7 | 5 (71) | 0 ( 0) | 6 (86) | 4 (57) | 3 (43) | 4 (57) |
| | Team N = 2 | 0 ( 0) | 2 (100) | 2 (100) | 1 (50) | 1 (50) | 1 (50) |
| | Mnl. N = 16 | 4 (25) | 6 (38) | * | 4 (25) | 4 (25) | 4 (25) |
| Palm | Bil. N = 6 | 4 (67) | 2 (33) | 5 (83) | 2 (33) | 3 (50) | 3 (50) |
| | Team N = 6 | 3 (50) | 2 (33) | 5 (83) | 3 (50) | 3 (50) | 4 (67) |
| | Mnl. N = 7 | 0 ( 0) | 0 ( 0) | * | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| Total | Bil. N = 30 | 14 (47) | 13 (43) | 27 (90) | 19 (63) | 18 (60) | 20 (67) |
| | Team N = 19 | 6 (32) | 8 (42) | 16 (84) | 6 (32) | 8 (42) | 9 (47) |
| | Mnl. N = 63 | 11 (17) | 12 (19) | n = 40<br>19 (48) | 9 (14) | 9 (14) | 10 (16) |

* Third observations of monolingual classrooms at Metz and Palm were not conducted

Bil. = Bilingual Classroom

Team = Team Classroom

Mnl. = Monoling Classroo

## Observed Incorporation of MG Cultures into Classroom Activities

## Table IV

| School | Type of classroom n=# of classrooms | Teacher demonstrates awareness of student differences in experience background | | | | Examples and references to local cultures are apparent | | | | Combination of Both Items | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Observation | | | | Observation | | | | Observation | | | |
| | | 1st | 2nd | 3rd | Mean | 1st | 2nd | 3rd | Mean | 1st | 2nd | 3rd | Mean |
| Allison | Bil. n = 8 | 1.25 | 1.88 | 2.63 | 1.92 | 1.38 | 2.38 | 2.75 | 2.17 | 1.32 | 2.13 | 2.69 | 2.05 |
| | Team n = 7 | 2.14 | 1.43 | 1.71 | 1.76 | 2.00 | 2.00 | 2.14 | 2.05 | 2.07 | 1.72 | 1.93 | 1.91 |
| | Mnl. n = 18 | 1.50 | 1.28 | 1.50 | 1.43 | 1.39 | 1.50 | 1.94 | 1.61 | 1.45 | 1.39 | 1.72 | 1.52 |
| Govalle | Bil. n = 9 | 2.33 | 2.89 | 2.11 | 2.44 | 1.78 | 2.67 | 2.67 | 2.37 | 2.06 | 2.78 | 2.39 | 2.41 |
| | Team n = 4 | 1.00 | 2.25 | 1.75 | 1.67 | 1.75 | 2.00 | 1.75 | 1.83 | 1.38 | 2.13 | 1.75 | 1.75 |
| | Mnl. n = 22 | 1.59 | 1.77 | 1.32 | 1.56 | 1.18 | 1.64 | 1.59 | 1.47 | 1.39 | 1.71 | 1.46 | 1.52 |
| Metz | Bil. n = 7 | 2.00 | 1.80 | 2.80 | 2.20 | 1.60 | 1.60 | 2.80 | 2.00 | 1.80 | 1.70 | 2.80 | 2.10 |
| | Team n = 2 | 1.00 | 2.00 | 1.50 | 1.50 | 1.00 | 1.50 | 1.00 | 1.17 | 1.00 | 1.75 | 1.25 | 1.33 |
| | Mnl. n = 16 | 1.44 | 1.49 | * | 1.47 | 1.44 | 1.56 | * | 1.50 | 1.44 | 1.51 | * | 1.48 |
| Palm | Bil. n = 6 | 1.83 | 2.00 | 2.00 | 1.94 | 2.33 | 2.00 | 2.17 | 2.17 | 2.08 | 2.00 | 2.09 | 2.06 |
| | Team n = 6 | 1.00 | 1.33 | 1.67 | 1.33 | 1.67 | 1.83 | 1.83 | 1.78 | 1.34 | 1.58 | 1.75 | 1.56 |
| | Mnl. n = 7 | 1.00 | 1.14 | * | 1.07 | 1.29 | 1.43 | * | 1.36 | 1.15 | 1.29 | * | 1.22 |
| All Four Schools | Bil. n = 30 | 1.87 | 2.19 | 2.39 | 2.15 | 1.74 | 2.21 | 2.62 | 2.19 | 1.81 | 2.20 | 2.51 | 2.17 |
| | Team n = 19 | 1.42 | 1.63 | 1.68 | 1.58 | 1.74 | 1.89 | 1.84 | 1.82 | 1.58 | 1.77 | 1.76 | 1.70 |
| | Mnl. n - 63 | 1.46 | 1.49 | n=40<br>1.40 | 1.46 | 1.32 | 1.56 | n=40<br>1.75 | 1.52 | 1.39 | 1.52 | n=40<br>1.58 | 1.49 |

* No Third Observation Conducted

Bil. = Bilingual Classroom, Bilingual Teacher
Team = Bilingual Classroom, Monolingual Teacher
Mnl. = Monolingual Classroom

There was a consistent and statistically significant increase in the ratings given over the three trials. Some of this gain must be attributed to the acquisition of skills by the Observers in attending to relevant details. However, some of the gain can legitimately be credited to the teachers' and aides' becoming more aware of the Project's objectives as well as becoming more attuned to the criteria related to the factors being observed.

ATTACHMENT I

**ELEMENTARY CLASSROOM OBSERVATION GUIDE**
**Bilingual-Bicultural Project**
**Austin Independent School District**

**Teacher Code:** ________
**Date:** ________
**Time:** ________

## I. CLASSROOM ENVIRONMENT

**A. The classroom environment is conducive to learning ...**
1....2....3....4....5

Games or materials to manipulate
Students engaged in constructive activity
Students respond to teacher directions
Classroom orderly
No distracting influences
Students paying attention (15)
No loud, distractive noises
No aimless wandering
Classroom reasonably calm, quiet
Students follow teacher directions
Game corner
Art supplies
Nature objects
Instructional charts
Centers
Students busy with tasks

**B. The classroom environment is attractive...**
1....2....3....4....5

Student art work
Student papers
Student free drawings (7)
Classroom colorful
All available display space utilized
Displays presented in appealing manner
Attractive bulletin boards

**C. The classroom environment is democratic and non-threatening...**
1....2....3....4....5

Students interact
Freedom of movement
Students make suggestions
Students work together
Students make activity decisions
Teacher doesn't give all directions
No strict rules regulating behavior
Students talking with each other
Students get drinks, etc. without asking, when possible (14)
Students compare and discuss work
Students choose own activities
Students move around room whenever necessary
Students suggest other games of activities to work on
Students don't have to ask permission for everything

**D. Students demonstrate high interest in classroom activities.**
1....2....3....4....5

Students display interest in on-going activities
Students respond when questioned
Students participate without complaint
Students centering attention on instructional activity
Students make contributions to on-going activity (11)
Students not distracted from activity
Students work steadily
Students volunteer to answer questions
No fidgeting
No wandering around room
All students participating in assigned or selected activity

## II. METHODS

**A. Adequate preparation is made for classroom activities ...**
1....2....3....4....5

Seating appropriate for activity
Materials prepared in advance
Materials needed readily available
Activity part of larger unit
Activity geared to student's abilities
Lesson plans evident
Any listening equipment set up
All students can see teacher
All students can hear teacher (16)
All students can see any materials necessary (e.g., blackboard, poster)
Students can get own materials
Teacher does not take instructional time to prepare materials
Teacher does not stop to figure out groups or activities
Material not too hard or easy for students
No groups distracting others
Students able to respond to activities

**B. Teacher and students demonstrate flexibility and smoothness ...**
1....2....3....4....5

Time restraints adjustable
Smooth transition between activities (9)
Students finish activities before starting others
Little confusion in switching activities
Little time lost switching activities
Students move quickly to new group or activity
Students are not required to fit strict schedule
Sufficient time allowed to complete activities
Sufficient activities available to fill time allowed

**C. First-hand experiences are used in instructional activities ...**
1....2....3....4....5

Field trips have been made or planned
Instructional activities include the five senses
Students learn through doing (3)
(Aquarium, terrarium, plants, nature displays available)

**D. Appropriate writing activities are conducted...**
1....2....3....4....5

Evidence of regular writing activities
Samples of student writing displayed
Student papers on/in desks (5)
Writing assignment(s) evident
Notebooks or folders of students' papers
Writing activities:

| | |
|---|---|
| Stories? | Spelling? |
| Themes? | Workbooks? |
| Writing exercises? | LEIR? |

**E. Appropriate oral language activities are conducted...**
1....2....3....4....5

Introduction or discussion of vocabulary
Oral language development part of activities observed (3)
Reading and writing introduced by oral language activities
(Music used to develop oral language)
(Listening Center)

DESCRIBE:

(None 1.2.3.4.5 All)

**BILINGUAL ACTIVITIES**

| | | Spn | Eng |
|---|---|---|---|
| STUDENT-STUDENT INTERACTION | Non- instructional | | |
| | Instructional | | |
| TEACHER-STUDENT INTERACTION | Non-instructional | | |
| | Instructional | | |
| STUDENT-TEACHER INTERACTION | Non-instructional | | |
| | Instructional | | |
| STUDENT-AIDE INTERACTION | Non-instructional | | |
| | Instructional | | |
| AIDE-STUDENT INTERACTION | Non-instructional | | |
| | Instructional | | |

**MATERIALS:**

F. Students are engaged in self-directed and/or self-selected activities...
1....2....3....4....5

Students working alone without constant guidance
Students allowed to choose activities
Students self-initiating upon early completion of tasks (6)
Students work without teacher supervision
Students work without interrupting teacher in other activities
Students work without asking teacher for activity directions

G. Approropriate grouping strategies are used...
1....2....3....4....5

**COMMENTS:**

Grouping used
Basis of grouping appropriate for activity
Size of grouping appropriate for activity (9)
Grouping strategy encourages student participation
Group not too large for teacher/aide to handle
Groups help keep students interested
Students in group do not get restless
Teacher/aide has control of group
Grouping allows for participation of all students

H. Appropriate questioning strategies are used...
1....2....3....4....5

Teacher accepts all possible answers
Teacher allows time for student to answer ([illegible])
Teacher helps students verbalize
Positive reinforcement
Teacher frequently questions in instructional activities
Teacher encourages participation with questions
Teacher tries to get all students to respond
Teacher asks some open-ended questions
Teacher helps students discover answers

I. Teacher demonstrates awareness of student differences in experience backgrounds...
1....2....3....4....5

Examples from students' community backgrounds
Examples from students' home life
Students encouraged to contribute personal experiences
Teacher notes differences in students' backgrounds to increase awareness
(Teacher attempts to pronounce students' names correctly) (6)
Teacher pronounces students' names correctly
(Teacher attempts to use vernacular phrases correctly)
Teacher uses vernacular phrases correctly

DESCRIBE:

J. Examples and references to local cultures are apparent...
1....2....3....4....5

Classroom displays representative of students' ethnicity
Instructional activities incorporate local cultures (3)
References to students' culture or race

DESCRIBE:

# Appendix B

## INSTRUMENT REPORT

## ELEMENTARY CLASSROOM OBSERVATION REACTION FORM

## ANALYSIS OF ELEMENTARY TEACHERS' REACTIONS TO AND ASSESSMENTS OF THE CLASSROOM OBSERVATION PROCESS

| | |
|---|---|
| Date/Period of Administration: | Throughout the 73-74 School Year |
| Population: | All Project Elementary Teachers |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

# DESCRIPTION OF CLASSROOM OBSERVATION REACTION FORM

Number of administrations of the instrument

One after each classroom observation

Location of administration

In Project classrooms

Problems with the measure or with the administration which might affect the validity of the measure

None

Training of the administrators

None

Brief description of the instrument

Reaction Form A contains three items dealing with specific aspects of the observation process. Reaction Form B contains similar items plus some related to the completed observation form.

Rationale for the instrument

To solicit Project teachers' opinions about the observation process.

Developer of the instrument

Staff in the Office of Education

Development of the instrument

Item generation, review, and revision by Office of Evaluation staff

Standardization of the instrument

Procedure for administration of Reaction Forms was standardized; no norms were developed

Reliability and validity of the instrument

No information available

# ANALYSIS OF ELEMENTARY TEACHERS' REACTIONS TO AND ASSESSMENTS OF THE CLASSROOM OBSERVATION PROCESS

On-going evaluation of Austin Independent School District's ESAA Bilingual/Bicultural Project included the documentation of elementary classroom activities through observation processes designed to determine the degree of implementation of methods and materials introduced in inservice training workshops and other Project activities. To assess the reactions to this process by teachers being observed, this report will review comments, solicited and unsolicited, from these teachers.

## Process

Each classroom in Project elementary schools, grades K-5, was observed by a Classroom Observer on the evaluation staff. Because of time limitations imposed by year-end activities and testing, the bicultural or monolingual classes in Metz and Palm were observed twice; however, the bicultural classes in Allison and Govalle were observed three times, as were all the bilingual and team classrooms in all four schools. Three-hundred fifteen observations were conducted from November to May, each observation being from 45 minutes to one hour.

The Observer completed the Elementary Observation Guide developed by the evaluation staff. At the end of each of the first two observations, principals were provided a summary of the observation results. This procedure was changed for the third observations to a policy of leaving the completed observation form with the classroom teacher and sending a copy to the principal.

Teachers were not informed of the exact day and time they were to be observed; however, principals were notified of the week that the observers were to be in the school, and an announcement was posted on the bulletin boards at most schools.

## Evaluation

### Evaluation Questions

Three questions were addressed in gathering data for this report.

1. According to classroom teachers, did the procedures followed in observing classrooms yield a representative sample of classroom activities?

2. According to classroom teachers, did the observation process itself have any adverse effect upon classroom activities?

3. In what forms would classroom teachers prefer to receive feedback on the observations completed in their classrooms?

Answers to these questions provide insight useful in answering the program-level decision question, which follows.

> Should the observation procedures initiated and completed during the 73-74 Project be continued, revised or expanded during the 74-75 Project?

## Procedure

At the conclusion of each observation, a reaction form developed by the evaluation staff was left with the teacher. Questions on the form solicited information from the teacher point of view regarding the observation process. The teachers were encouraged, but not required, to return the completed form by district mail to the Office of Evaluation. The same form was used for the first two observations; however, following the revised policy of leaving the completed observation form with the teacher, it was necessary to distribute an alternate reaction form after the third observation. This revised form included items which provided teachers the opportunity to comment on the completed observation instrument itself, as well as the observation process in general. Since there would be references by the teacher to individual ratings and comments on the observation guide completed in her classroom, it was necessary to know which teacher had completed each reaction form. Therefore, the alternate reaction form was not anonymously submitted, as had been the first one.

On both forms, space was available beneath each question to accomodate any individual comments beyond the scale value marked. A general comments section was the last item on the first reaction form; however, on the alternate form, direct questions solicited suggestions or comments regarding the observation instrument and the observation process.

Other sources of teacher comments pertaining to the observation process were:

1. Verbal comments by teachers to the Classroom Observer and/or the Evaluator during faculty meetings.

2. Comments recorded during formal interviews of all Project elementary teachers during February and March.

3. Verbal comments by teachers at the Public Hearing on the 74-75 Bilingual/Bicultural Project, April, 1974.

## Reaction Forms

The reaction form used for the first two observations (Form A - see Attachment I) contained three items dealing with specific aspects of the observation process and, beneath each item, a space for comments. Space at the end of the form was available for additional comments related to other aspects of the observation process.

Reaction Form B (see Attachment II) was developed for distribution after the third round of observations. One item was carried over from Form A ("The classroom situations observed were representative of the normal activities of my class.").

Two other items were open-ended questions calling for suggestions/ comments about the observation instrument and the observation process. A question related to teacher desire for feedback was stated in terms of a choice by teachers of five approaches to feedback. The teacher was asked to check any or all of the proposed procedures for providing teachers observed with the results of the observation.

## Results

Reaction Forms - Although teachers were not required to complete and return the form to the Office of Evaluation, approximately 48% of distributed reaction forms were returned (see Attachment III). An individual analysis of the results of each of the seven items used on both forms follows.

1. Item: "The classroom situations observed were representative of the normal activities of my class." (Item B on Form A; Item 1 on Form B)

This is the only item which was included on both forms. Attachment III reports, by observation and with totals, the mean response and percentage of teachers responding with each scale value to this item for the four schools.

Table I on the following page summarizes totals for all three observations.

The average percentage of teachers responding to this item from all schools was 48%, and the average mean response for all schools was 4.1. Seventy-six percent of responses in all schools were either "Mostly True" or "Completely True." Particular comments related to this item are included in Attachment III.

## Table I

Item: "The classroom situations observed were representative of the normal activities of my class." (Item B on Form A; Item 1 on Form B)

| % of teachers returning Reaction Forms who responded . . . | All Schools |
|---|---|
| ... 1 = Completely false | 2% |
| ... 2 = Mostly false | 3% |
| ... 3 = Partly false<br>Partly true | 19% |
| ... 4 = Mostly true | 46% |
| ... 5 = Completely true | 30% |
| % of teachers returning Reaction Forms | 48% |
| Mean Response | 4.1 |
| Total # Observed | 315 |

Most comments are explanations of special circumstances in the classroom causing the classroom situation to be unusual, such as Christmas activities, recent teacher absence, and new classroom scheduling.

2. Item: "The observation was conducted at a convenient time." (Item A on Form A)

Attachment IV reports, by observation and with totals, the mean response and percentage of teachers responding with each scale value to this item for the four schools. Table II summarizes totals for the two observations that this item was used.

One hundred thirteen classrooms were observed each time this item was included in the reaction form, and an average of 50% of the teachers from both observations returned a response on this item. Eighty-five percent of the responses were either "Mostly True" (41%) or "Completely True" (44%), with the mean response for all schools averaging 4.1.

Particular comments related to this item are included in Attachment IV. Most comments, again, dealt with special circumstances which caused the time of the observation to be inconvenient.

3. Item: "The Classroom Observer did not detract from the classroom decorum nor the effectiveness of instructional activities." (Item C, on Form A)

Attachment V reports, by observation and with totals, the mean response and percentage of teachers responding with each scale value to this item for the four schools. Table III summarizes totals for the two observations that this item was used.

One hundred thirteen classrooms were observed each time this item was included in the reaction form, and an average of 50% of the teachers from both observations returned a response on this item. More than 90% of the responses were either "Mostly True" (32%) or "Completely True" (60%), and the mean response for all schools averaged 4.4. Particular comments related to this item are included in Attachment V. Approximately one-third of the comments offered stated that the observer was not distracting, while most other comments were given by teachers who felt that the observer was at least somewhat distracting.

## Table II

Item: "The observation was conducted at a convenient time." (Item A on Form A)

| % of teachers returning Reaction Forms who responded ... | All Schools |
|---|---|
| ... 1 = Completely false | 1% |
| ... 2 = Mostly false | 3% |
| ... 3 = Partly false partly true | 12% |
| ... 4 = Mostly True | 41% |
| ... 5 = Completely true | 44% |
| % of teachers returning Reaction Forms | 50% |
| Mean Response | 4.1 |
| Total # observed | 226 |

## Table III

Item: "The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities." (Item C, on Form A)

| % of teachers returning Reaction Forms who responded ... | All Schools |
|---|---|
| ... 1 = Completely false | 1% |
| ... 2 = Mostly false | 2% |
| ... 3 = Partly false partly true | 5% |
| ... 4 = Mostly true | 32% |
| ... 5 = Completely true | 60% |
| % of teachers returning Reaction Form | 50% |
| Mean Response | 4.4 |
| Total # observed | 226 |

4. Item: "After reading the completed observation form, I feel that it is an accurate representation of my classroom during the time observed." (Item 2 on Form B)

Attachment VI reports, by observation and with totals, the mean response and percentage of teachers responding with each scale value to this item for the four schools. Table IV summarizes totals for the one observation that this item was used.

Of the 89 teachers observed in all four schools, 45% returned responses on this item. Of those responses, 89% were either "Mostly True" or "Completely True," and the mean response was 4.2. This item was included only on Form B. Particular comments related to this item are included in Attachment VI. Most of these comments are from teachers who wished to point out materials or activities that he/she felt the observer had overlooked. However, one teacher did compliment the observer on a "very accurate observation."

5. Item: "Which of the following do you feel is necessary in providing feedback to teachers being observed?"

   1) Leaving completed form with teacher.
   2) Leaving completed form with principal.
   3) Discussing observation with teacher.
   4) Discussing observations with faculty in a meeting.
   5) No feedback.

Attachment VII reports the number and percentage of teachers making responses in each of the five categories at the four schools. Table V summarizes the totals from all of the schools. More than one response (up to four) were available to the teachers.

Of the 46 responding teachers, most(93%) felt that a copy of the completed form should be left with the teacher. More than half (63%) felt that personal discussion of the observation would be beneficial, but far less (15%) felt that an enlarged discussion that included the faculty as a whole would be helpful. All teachers felt that some feedback was necessary.

Only one teacher offered an extra comment on this item and that comment was a statement of appreciation at being presented a copy of the observation form (See Attachment VII).

6. Item: Do you have any suggestions/comments about the classroom observers and the observation instrument used in your classroom?

## Table IV

Item: "After reading the completed observation form, I feel that it is an accurate representation of my classroom during the time observed." (Item 2 on Form B)

| % of teachers returning Reaction Forms who responded ... | All Schools |
|---|---|
| ... 1 = Completely false | 0% |
| ... 2 = Mostly false | 0% |
| ... 3 = Partly false partly true | 11% |
| ... 4 = Mostly true | 70% |
| ... 5 = Completely true | 19% |
| % of teachers returning Reaction Form | 45% |
| Mean Reponse | 4.2 |
| Total # observed | 89 |

## Table V

Item: "Which of the following do you feel is necessary in providing feedback to teachers being observed?"
1) Leaving completed form with teacher.
2) Leaving completed form with principal.
3) Discussing observation with teacher.
4) Discussing observations with faculty in a meeting.
5) No feedback

| "Which of the following do you feel is necessary in providing feedback to teachers being observed?" | Number | Percentage |
|---|---|---|
| 1 = Leave form with teacher | 37 | 93 |
| 2 = Leave form with principal | 3 | 8 |
| 3 = Discuss with teacher | 25 | 63 |
| 4 = Discuss with faculty | 5 | 15 |
| 5 = No feedback | 0 | 0 |

Attachment VIII lists, by schools, the individual responses to this item. The comments on the whole were quite varied, with most comments on the instrument being positive. The question of the adequacy of 45-minute time periods for the observations was the objection most often voiced, with other objections being related to specific ratings given by the observer on the observation form. One teacher objected generally to items on the form which seemed contradictory to her, and another suggested that the observer walk around the room as she/he observes. There were six "No" or "None" responses.

7. Item: Do you have any comments/suggestions?

Attachment IX lists, by school, the individual responses to this item. Again, the comments were quite varied, and there were six "No" or "None" responses. The suggestion most often stated was that materials and assistance from the Bilingual/Bicultural Project should be more adequately supplied to teachers. The question of the adequacy of the time allowed for observations is mentioned again, and two teachers suggested that the observer move around the class as she observes in order to better aquaint herself/himself with the materials available. One teacher thought that observers should have teaching or other education experience, and another suggested that teachers be notified before his/her class is observed. One teacher stated that the observations should be eliminated completely.

"Other comments concerning the observation."

Attachment X lists, by school and observation, the individual responses to this item. This item was included only on Form A, used with first and second observations. A desire to see the observation guides that were completed in their classrooms was the substance of most of the teachers' comments, with more than one-third (9) of the comments under this item requesting feedback to teachers concerning the observation process. Three teachers wanted to know the qualifications of the observer, with one of those stating that the classroom observer should have bilingual classroom experience. Two respondents requested that teachers be notified when they would be observed. And while one teacher called the observer disruptive, stating that she had caused one hour of teaching time to be lost "due to disruption," two other teachers complimented their observers as being courteous, quiet, non-disruptive, and nice.

Other Sources of Teacher Comments - Classroom Observers and the Evaluator received many verbal comments concerning the observations from elementary teachers during faculty meetings and personal conversations. These comments usually dealt with one or more of three categories: Observer qualifications, the observation instrument, and the observation process.

Observer Qualifications - There were teachers who expressed concern over Observer salary, because many were under the impression that Observers were being paid $8-10,000 yr. Also, teachers often saw the Observers as "evaluators," or emissaries from the administration, coming into their classrooms to make judgements about their teaching techniques. Consequently, they felt threatened by the Observer's presence. Because of this definition of the Observer's role, these teachers expressed a feeling that Observers should have teaching experience, and some teachers suggested that at least three years experience should be required. Others wanted Observers to have bilingual teaching experience. It should be noted that a faculty meeting was held in each school before any observations were made, during which many of these points were explained and discussed.

Two comments made during teacher interviews related to the Observers. A Govalle bilingual teacher said that she had not seen a Supervisor, only Observers. A Palm bilingual teacher expressed the desire to be observed by someone with teaching experience.

During the Public Hearing in April the comment was made that "Observers should have experience in teaching before evaluating teachers."

Observation Instrument - In the beginning the observation form was not made available for the teachers to know for what they were being observed. This, plus the fact that teachers did not have input into the development of the observation form, influenced many comments. As the Office of Evaluation became aware of this problem, methods of opening communication with teachers were established. More faculty meetings were set up before the 2nd round of observations, and the observation form was discussed at these meetings. A completed observation form based on a hypothetical classroom was written up by Classroom Observers and posted on bulletin boards in all elementary school offices. Teachers were given an opportunity to look over the form and make comments, and some did express concern over particular items and the methods of rating. There was also concern expressed over what was being done with the information that was being collected in the classrooms -- who was seeing the data, and whether teachers' names were included on the form.

Other questions were: Who devised the form? Were experienced teachers included in the development of the form? How accurate were the forms?

Observation Process - The concerns expressed by teachers regarding the observation process reflected a lack of understanding about the Project and what was expected of them as Project teachers. These questions were as follows: What was the Project's goal, and what guidelines were teachers to follow? What was the role of the evaluator and his staff, and how could something be evaluated if it didn't exist?

What were Observers looking for, and why should teachers be judged when they had not been adequately trained or provided with materials? What was going to be done with the information collected, and why was it being collected?

Other personal comments on the observation process showed doubt by some teachers that three one-hour observations in a school year could be truly representative of a classroom's activities. Also, there were objections to the fact that teachers were not told exactly when they were going to be observed. Often monolingual teachers felt left out of the program, and some questioned why they were being observed if they were not in the program.

Teacher interviews were a plentiful source of comments relating to the observation process. In answer to the question: "What has been the most beneficial effect of the Bilingual/Bicultural Project in your classroom?" a Metz bilingual teacher responded with "Having observers has made me more aware of what I am doing."

In response to the question: "What has been your biggest disappointment with the Bilingual/Bicultural Project?" a Govalle team teacher replied, " ... do not like observations or interviews because money should be used for something else like materials." A monolingual teacher at Govalle stated that she had not felt she was part of the Project except for the observations.

The question "Do you have any other comments about the Bilingual/Bicultural Project which you would like to make?" brought these observation-related comments:

Allison, monolingual teacher -"Classroom Observers have been nice and have not disturbed. Would like to know more about when they are coming."
Allison, monolingual teacher - "Classroom Observers have not distracted from classroom."
Govalle, monolingual teacher - "Observers in the program rate the amount of Bilingual/Bicultural material in the room and I am not in the Bilingual/Bicultural Program, so I should not be criticized."
Palm, Bilingual teacher - "Too much observation, some disruption, and teacher wants to be observed by people with classroom experience. Excess observation, information can be gathered more efficiently."
Palm, monolingual - "Would like to know when Observers are coming (generally) -- sometimes inconvenient."

The Public Hearing held in April also yielded some insight into teachers' reactions to observations. Comments offered at that time were:

1. The bicultural teachers are evaluated for bicultural things that no one has trained them to do.

2. If bicultural teachers are not in the program they should not be evaluated.
3. The evauation staff needs to know what is going on in the school.
4. Teachers should not be evaluated on materials requisitioned for but not received.
5. If have to delete something, delete evaluation rather than teacher training, since the evaluation would just show a poor performance one hadn't been trained for anyway.

In response to many of these comments, the evaluation staff drafted a memorandum to all Project teachers summarizing the four basic concerns which were being expressed and offering some information related to each. These four concerns were summarized as ...

1. How representative of what actually happens in my classroom can three one-hour observations be?
2. Why is not more immediate feedback on the observations given to the teachers?
3. What qualifications are necessary for a person to observe in a classroom?
4. How accurate are the descriptions being written about each classroom?

## Conclusions

The first evaluation question addressed was "According to classroom teachers, did the procedures followed in observing classrooms yield a representative sample of classroom activities?" Teachers responding to reaction forms generally felt that the classroom situations observed were representative of the normal activities of their classes; however, individual teacher comments indicated reservations by a few teachers on this point. The total amount of time each classroom was observed was discussed, with some teachers questioning whether three 45-minute observations during the school year could yield a truly representative picture of a classroom. The reservations stated on the reaction forms were more often related to specific circumstances that particular teachers felt caused an observation period to be non-respresentative. Recent teacher absences, classroom rescheduling, and special activities such as holiday programs and art were mentioned.

Teachers' comments on the completed observation forms supported the assumption that the observation form yielded generally accurate information about classroom activities during the time observed. Several teachers did question ratings given in a few specific areas; however, the majority of comments were in agreement with the Observers' ratings.

The second evaluation question addressed was "According to classroom teachers, did the observation process itself have any adverse effect upon classroom activities?"

Teacher comments on both the convenience of the time of the observations and the amount of disruption caused by the Observers support the conclusion that, expect in a few instances, the observation process did not detract from classroom decorum or scheduled activities.

The third evaluation question addressed was "In what form would classroom teachers prefer to receive feedback on the observations completed in their classrooms?" Data collected regarding teacher desire for feedback leads to the conclusion that they feel a strong need for feedback and prefer that a completed observation form be left with them after each classroom observation. Very few, however, want a completed form left with the principal as well. While most feel that discussion of the completed form would be valuable, a very small percentage want faculty meetings for discussion of completed observation forms.

Conclusions which may be drawn outside of the scope of the three stated evaluation questions concern Observers' qualifications and assistance from the Project staff. Many comments received questioned the qualifications of Observers without teaching experience for observing classrooms. Since this area was not pursued formally, all that can be said here is that there was concern, of an undetermined amount, over qualification; however, the reactions of teachers to the accuracy of the completed observation forms do not support a conclusion that lack of teaching experience caused any unreliability in the data collected.

A common comment from teachers was that observations were preceeding the assistance from the Project staff necessary to be rated well on the observation form. Therefore, teachers felt that they had not received the training and supervision which should have been a prerequisite to being evaluated.

Overall, teacher comments related to two major themes -

1. Objectively, the observation process was reasonable, unobtrusive, and provided accurate data.
2. Subjectively, the observation process was inappropriate and was conducted by persons with too little experience.

## Recommendations

Nothing reported here would support eliminating the classroom observation process from the Projects' evaluation design. However, several revisions would be in order as suggested by the conclusions in this report.

1. Considerations in Scheduling Observations To Avoid Atypical Activities
    a. General Scheduling - The calendar for classroom observations should be planned so that no observations will be conducted just before or after a holiday, at the beginning of the school year (through the end of September), at the end of the school year (from the beginning of May), or within three weeks of the start of the Christmas vacation.
    b. Incidental Conflicts - Observation schedules should be rearranged to avoid days following a teacher absence or a major classroom reorganization, or preceeding a special school program.
2. Communication with Teachers Observed
    a. Prior to the Observation - Teachers should be familiar with the actual form being used, areas to be observed, and the criteria for specific ratings.
    b. After the Observation - At a minimum, the teacher should be provided a copy of the completed observation form.
3. Representativeness of Activities Observed
    a. Length of Observations - The evaluation staff should always schedule observations of sufficient duration to accurately rate the activity being observed.
    b. Frequency of Observations - Consideration should be given to planning observations in classrooms as frequently as resources permit.
    c. Sampling of Classrooms - In order to successfully follow a and b above, sampling of classrooms may need to be instituted in place of complete observations of all Project classrooms.
4. Qualifications of Classroom Observers
    a. Experience - Even though the qualifications for observers in the 73-74 Project was functionally adequate, Observers hired in the future should have as much classroom experience as possible to aid in their being accepted by the teachers.
    b. Duties - Consideration should be made of the duties assigned to Observers to ensure that their experience and qualifications match their responsibilities.
5. Coordination of Observations with Staff Development and Supervisory Activities
    a. Baseline Data - If classrooms are to be observed to establish baseline data prior to staff development activities and/or supervisory intervention, teachers should be made aware of the function of the observations as a pre-measurement.
    b. Formative Evaluation - Observations made as part of the formative evaluation of the project's instructional activities should be scheduled in coordination with staff development activities and supervision to ensure that observation does not preceed the actual implementation of proposed activities.

ATTACHMENT I

# Classroom Observation Reaction Form
Bilingual/Bicultural Project
Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

B. The Classroom situations observed were representative of the normal activities of my class.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

C. The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

Other comments concerning the observation:

School: ______________________________

Please fold, staple, and drop into the district mail.
Thanks

ATTACHMENT II

# CLASSROOM OBSERVATION REACTION FORM
Bilingual/Bicultural Project
Austin Independent School District

If you wish to comment on today's observation of your classroom, and the classroom observations in general, please respond to these items and/or write any additional comments which would help us improve the observation process.

1. The classroom situations observed were representative for the normal activities of my class.

   1.completely false..2.mostly false..3.partly false partly true..4.mostly true..5.completely true
   (If 1, 2, or 3, why?)

2. After reading the completed observation form, I feel that it is an accurate representation of my classroom during the time observed.

   1.completely false..2.mostly false..3.partly false partly true..4.mostly true..5.completely true
   (If 1, 2, or 3, why?)

3. Which of the following do you feel is necessary in providing feedback to teachers being observed? (Check all appropriate)

   ____1. Leaving completed form with teacher
   ____2. Leaving completed form with principal
   ____3. Discussing observation with teacher
   ____4. Discussing observations with faculty in a meeting
   ____5. No feedback.

4. Do you have any suggestions/comments about the observation instrument the classroom observers used in your classroom?

5. Do you have any suggestions/comments for the observation process next year?

Teacher code: ____________________

Please fold, staple, and drop into the district mail. Thanks

## ATTACHMENT III - TABLE OF RESPONSES AND COMMENTS TO ...

**Item:** The classroom situations observed were representative of the normal activities of my class.

| | 1st Observation | | | | | 2nd Observation | | | | | 3rd Observation | | | | | Totals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Percentage (%) of teachers returning Reaction Forms who responded . . . | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
| ...1=Completely false | 0 | 0 | 0 | 8 | 2 | 0 | 6 | 0 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 7 | 2 |
| ...2=Mostly false | 5 | 0 | 0 | 8 | 3 | 0 | 6 | 0 | 0 | 2 | 0 | 14 | 0 | 0 | 5 | 2 | 6 | 0 | 4 | 3 |
| ...3=Partly false, partly true | 24 | 12 | 10 | 23 | 18 | 25 | 12 | 25 | 18 | 19 | 20 | 14 | 25 | 0 | 18 | 25 | 13 | 17 | 18 | 19 |
| ...4=Mostly true | 43 | 65 | 50 | 46 | 51 | 44 | 47 | 25 | 27 | 39 | 67 | 43 | 50 | 50 | 47 | 46 | 52 | 39 | 39 | 46 |
| ...5=Completely true | 29 | 24 | 40 | 15 | 26 | 31 | 29 | 50 | 46 | 37 | 13 | 29 | 25 | 50 | 29 | 27 | 27 | 43 | 32 | 30 |
| Percentage (%) of teachers returning Reaction Forms | 60 | 52 | 53 | 50 | 54 | 46 | 51 | 42 | 42 | 45 | 43 | 42 | 33 | 44 | 41 | 50 | 48 | 46 | 46 | 48 |
| Mean Response | 4.0 | 4.1 | 4.3 | 3.5 | 4.2 | 4.3 | 3.9 | 4.3 | 4.0 | 4.1 | 3.9 | 3.9 | 4.4 | 4.5 | 4.1 | 4.0 | 4.0 | 4.3 | 4.0 | 4.1 |
| Total # Observed | 35 | 33 | 19 | 26 | 113 | 35 | 33 | 19 | 26 | 113 | 35 | 33 | 12 | 9 | 89 | 105 | 99 | 50 | 61 | 315 |

Item: The classroom situations observed were representative of the normal activities of my class.

## 1ST OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 3 | We were doing Christmas Art. It was perfectly convenient for me. I don't know about the observer. |
| 4 | Reading groups were being conducted. |
| 4 | Same schedule, but activities differ greatly from day to day. |
| 4 | There were few exceptions. |
| 4 | I had been out 3 days - things a bit confused (at least for me!) |
| 4 | Responses of children were normal in accurateness but children are usually less active, and less noise. There are days like this, but many times they do better. |
| 4 | We don't cook food every day, but we will about four times in this two week period. |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 2 | Class was overly aware of the observer and reacted accordingly - created extremely poor learning situation. |
| 3 | The observer saw two small reading groups, while the rest of the class was in music. She did not see the room when it is full and several activities are going on at once. |
| 3 | Today was my 11th day of teaching in this group of children. We are still getting to know each other and what I expect of them. |
| 3 | Mondays and Fridays are high activity days. |
| 4 | The students showed off a bit as evident in some of their comments, etc. |
| 4 | My teacher-aide was out for the morning. I would not mind being observed again when she is here. |
| 4 | We had one student who is usually in Learning Lab. We also had 4 students who have not been placed in a reading group due to new schedule. |

The classroom situations observed were representative of the normal activities of my class. (Continued)

### METZ COMMENTS

| Rating | |
|---|---|
| 1 | Christmas presents being made - piñata brought in, etc. |
| 2 | As I said above - it was Friday - the Christmas tree and right before Christmas and we hadn't had language in two days because of Field Trip. |
| 3 | First year teacher, children very excited due to Holiday season. |
| 3 | Mondays and Fridays are "bad" days - children are restless and less responsive in the hoped - for way. Friday afternoons are disastrous. But she didn't inconvenience me by her presence. |
| 4 | Using arts and crafts, filmstrips, projectors, at the same time is typical of my classrooms at certain classes - not all. |

### PALM COMMENTS

| Rating | |
|---|---|
| 5 | Children were adjusting to revised schedule and also to the observer. |

## 2ND OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 1 | We were practicing cutting valentines. |
| 2 | Fridays I try to use games and teach. I teach Level 5, 6, and 7 Reading to 5th graders, and they all like to win and set their rules! |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 3 | Not enough for one sitting. |
| 3 | I have had to try new approaches because the needs of about three of my students. |
| 4 | This is the first week of a new schedule and the children are not yet sure of where they go, at what time- Hence some small confusion at changing time. |
| 4 | With a few interruptions! |

The classroom situations observed were representative of the normal activities of my class. (Continued)

### METZ COMMENTS

| Rating | |
|---|---|
| 1 | Nine were absent - only one child in reading group. |
| 4 | Usually we are involved in more activities to support what is learned - but since there is no spelling tomorrow, we had to do two days work. |

### PALM COMMENTS

NONE

## 3RD OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 2 | We were trying something we hadn't tried, and we didn't like the way it worked. |
| 2 | Only 12 children; others were practicing for Program. |
| 3 | The observation took place during an art activity, so it was a bit more hectic than usual. |
| 3 | They were representative of normal activities for the afternoon with my own homeroom. The observation was in the morning. We did not have our usual instructional lessons, since we were preparing for our Easter picnic and Multi-Cultural Program. |
| 5 | However, I do have some bilingual/bicultural materials that were not observed (books and pictures were in library center). Also, I had display papers other than art - I had just taken down a whole bulletin board of papers and hadn't had a chance to replace them. |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 5 | For that particular time in the morning observed. |
| 3 | The children were very high because Dr. Davidson was here as substitute principal and he had eaten lunch with them and also they had an especially important challenge game to play at 2:00. |
| 3 | Most of the time they have been quieter however they have been getting louder and louder in the last couple of weeks. Also I feel it important to know that I have the low achievers out of a class of 44. My room is very confined and observers always give them a chance to show out. |

The classroom situations observed were representative of the normal activities of my class. (Continued)

METZ COMMENTS

Rating

4 Just returned from surgery, so I had a hard time reassociating with the children and schedule. This was also my first science unit and I did not know where the substitute left off in bilingual activities.

4 During reading time!

PALM COMMENTS

NONE

100

ATTACHMENT IV - TABLE OF RESPONSES AND COMMENTS TO ...

**Item:** The observation was conducted at a convenient time.

1st Observation

| Percentage (%) of teachers returning Reaction Forms who responded . . . | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 0 | 0 |
| ...2=Mostly false | 0 | 0 | 0 | 0 | 0 |
| ...3=Partly false, Partly true | 14 | 0 | 10 | 31 | 13 |
| ...4=Mostly true | 38 | 41 | 50 | 23 | 38 |
| ...5=Completely true | 48 | 59 | 40 | 46 | 49 |
| Percentage (%) of teachers returning Reaction Forms | 60 | 56 | 53 | 50 | 54 |
| Mean Response | 4.3 | 4.2 | 4.3 | 4.1 | 4.3 |
| Total # Observed | 35 | 33 | 19 | 26 | 113 |

2nd Observation

| Percentage (%) of teachers returning Reaction Forms who responded . . . | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 9 | 2 |
| ...2=Mostly false | 0 | 12 | 13 | 0 | 6 |
| ...3=Partly false, Partly true | 6 | 12 | 13 | 9 | 10 |
| ...4=Mostly true | 44 | 35 | 25 | 73 | 44 |
| ...5=Completely true | 50 | 41 | 50 | 9 | 38 |
| Percentage (%) of teachers returning Reaction Forms | 46 | 49 | 42 | 42 | 46 |
| Mean Response | 4.4 | 3.4 | 4.1 | 3.7 | 3.9 |
| Total # Observed | 35 | 33 | 19 | 26 | 113 |

Totals

| Percentage (%) of teachers returning Reaction Forms who responded . . . | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 4 | 1 |
| ...2=Mostly false | 0 | 6 | 6 | 0 | 3 |
| ...3=Partly false, Partly true | 11 | 6 | 11 | 21 | 12 |
| ...4=Mostly true | 41 | 38 | 39 | 46 | 41 |
| ...5=Completely true | 49 | 50 | 44 | 29 | 44 |
| Percentage (%) of teachers returning Reaction Forms | 53 | 52 | 47 | 46 | 50 |
| Mean Response | 4.4 | 4.0 | 4.2 | 3.9 | 4.1 |
| Total # Observed | 70 | 66 | 38 | 52 | 226 |

Item: The observation was conducted at a convenient time.

1ST OBSERVATION

## ALLISON COMMENTS

| Rating | |
|---|---|
| 4 | We were doing Christmas Art. It was perfectly convenient for me. I don't know about the observer. |
| 5 | We were having spelling and reading. It was a good time to observe. |
| 5 | I had another teacher from another school observing me at the same time. |

## GOVALLE COMMENTS

| Rating | |
|---|---|
| 3 | This particular day was a little different from usual - I was not on the usual schedule because I had to take care of particular matters the previous day the first thing that morning. |
| 3 | At this time I conducted only lesson in English. |
| 4 | It was in the afternoon so the activities were less structured. |
| 4 | Early in the morning is usually a good time. However we team teach - And had just changed. |

## METZ COMMENTS

| Rating | |
|---|---|
| 3 | I had a bad virus/cold, so my temperament was not the best. |
| 3 | The classroom was really wild today. The tree fell down earlier in the morning and most of the students were still excited from that. Also being Friday, they are always hyperactive. |
| 3 | Mondays and Fridays are "bad days" - children are restless and less responsive in the hoped - for way. Friday afternoons are disastrous. But she didn't inconvenience me by her presence. |
| 4 | I was not informed ahead of time of her coming as the letter sent to us stated. |
| 5 | I was observed during my Spanish Reading class, and I felt that this was most appropriate. |

## PALM COMMENTS

| Rating | |
|---|---|
| 5 | It was done in the morning when my children perform the best. |

## 2ND OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 2 | We were changing classes and having spelling and writing and storytelling. |
| 3 | It is never convenient, for these children are not used to visitors and all want to be noticed. |
| 5 | Regular class routine. |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 4 | Classroom is not self-contained. During observation I had children from two other rooms. |

### METZ COMMENTS

| Rating | |
|---|---|
| 1 | Aide was absent. Nine children absent. Teacher had two reading groups at once. So put two together to practice recording. Recorder didn't work. |
| 3 | It was during free time and the only instruction was reteaching on a one-to-one basis. |
| 4 | I had ½ math - ½ spelling during hour observed. |
| 4 | We had just about 10 minutes of language left before math started. Would have liked the observer to be here from 8:45 on in order to view all centers and the aide working with the lads (8:45 - 9:45) |

### PALM COMMENTS

| Rating | |
|---|---|
| 1 | NONE |
| 2 | They had to wait for a while because of our activities |
| 3 | NONE |
| 4 | NONE |

## ATTACHMENT V - TABLE OF RESPONSES AND COMMENTS TO ...

Item: The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities.

### 1st Observation

| Percentage (%) of teachers returning Forms who responded ... | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 5 | 0 | 0 | 0 | 2 |
| ...2=Mostly false | 0 | 0 | 0 | 8 | 2 |
| ...3=Partly false Partly true | 5 | 0 | 10 | 15 | 7 |
| ...4=Mostly true | 33 | 35 | 30 | 23 | 31 |
| ...5=Completely true | 57 | 65 | 60 | 54 | 59 |
| Percentage (%) of teachers returning Reaction Forms | 60 | 52 | 53 | 50 | 54 |
| Mean. Response | 4.4 | 3.7 | 4.5 | 4.2 | 4.2 |
| Total # Observed | 35 | 33 | 19 | 26 | 113 |

### 2nd Observation

| Percentage (%) of teachers returning Forms who responded ... | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 0 | 0 |
| ...2=Mostly false | 0 | 6 | 0 | 0 | 2 |
| ...3=Partly false Partly true | 6 | 0 | 13 | 0 | 4 |
| ...4=Mostly true | 44 | 29 | 25 | 27 | 33 |
| ...5=Completely true | 50 | 65 | 63 | 73 | 62 |
| Percentage (%) of teachers returning Reaction Forms | 46 | 51 | 42 | 42 | 45 |
| Mean. Response | 4.4 | 4.5 | 4.5 | 4.7 | 4.5 |
| Total # Observed | 35 | 33 | 19 | 26 | 113 |

### Totals

| Percentage (%) of teachers returning Forms who responded ... | GOVALLE | ALLISOM | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 3 | 0 | 0 | 0 | 1 |
| ...2=Mostly false | 0 | 3 | 0 | 4 | 2 |
| ...3=Partly false Partly true | 5 | 0 | 11 | 8 | 5 |
| ...4=Mostly true | 38 | 32 | 28 | 25 | 32 |
| ...5=Completely true | 54 | 65 | 61 | 63 | 60 |
| Percentage (%) of teachers returning Reaction Forms | 53 | 52 | 48 | 46 | 50 |
| Mean. Response | 4.4 | 4.6 | 4.5 | 4.5 | 4.4 |
| Total # Observed | 70 | 66 | 38 | 52 | 226 |

Item: The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities.

## 1ST OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 4 | A few showed off, etc. Not much change other than that. |
| 4 | The children might have been a little more excitable with a visitor, but probably not too much more than usual! |
| 5 | Children did not appear to be the least bit concerned about the observer's presence. |
| 5 | Unless children felt the presence of more adults in the room, but no visible signs they reacted to her presence. |
| 5 | The children forgot she was in there. |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 1 | Class was overly aware of the observer and reacted accordingly - created extremely poor learning situation. |
| 3 | The students behave a bit differently with the observers. As I stated before, some of the students were trying to get noticed by the observer (some of the comments were evident of this). |
| 4 | Had one student who tried to "show-off" a little. |
| 4 | There was nothing wrong with the observation process. |
| 4 | Children are not used to stranger in the classroom. |
| 5 | I was very surprised that the children did not bother the observers. Five year olds usually just don't do that. |
| 5 | Unless children felt the presence of more adults in the room, but no visible signs they reacted to her presence. |
| 5 | The children forgot she was in there. |

The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities. (Continued)

METZ COMMENTS

Rating

2 The children were very aware of her and were more talkative and even silly. I don't know if this was due to her presence entirely or partly Friday afternoon.

4 I had one child to go over to talk with her.

4 She was new to the situation of the room and the children were acting smart to "impress" her.

PALM COMMENTS

Rating

4 True in itself, but one other observer/aide was also new to the situation, so it took a little while for class to ease back to normal. Observer came at a time where it was impossible for me to present her to the class.

2ND OBSERVATION

ALLISON COMMENTS

Rating

2 Detracted only in that our children show off for visitors and try every way to obtain the "spotlight."

4 The observation was made near the close of the academic activities and assignments; when pupils were free to go to Game Center (scheduled on Friday).

5 We had a great number of absences so we were not doing normal activities - mostly reinforcement.

GOVALLE COMMENTS

Rating

4 Children were excited to have someone in the room. Perhaps the observer could have explained to the class what she was doing in the room.

METZ COMMENTS

Rating

5 The children worked well with her in the room - when some of the girls talked to her, she was friendly, but not distracting.

The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities. (Continued)

## PALM COMMENTS

| Rating | |
|---|---|
| 4 | As just a matter of information - I would appreciate knowing whether or not the observers had ever taught and how long. |
| 5 | Student teacher was in charge of class activities. |

ATTACHMENT VI - TABLE OF RESPONSES AND COMMENTS TO ...

Item: After reading the completed observation form, I feel that it is an accurate representation of my classroom during the time observed.

3rd Observation

| Percentage (%) of teachers returning Reaction Forms who responded... | GOVALLE | ALLISON | PALM | METZ | ALL SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 0 | 0 |
| ...2=Mostly false | 0 | 0 | 0 | 0 | 0 |
| ...3=Partly false, Partly true | 20 | 7 | 0 | 0 | 11 |
| ...4=Mostly true | 67 | 79 | 50 | 75 | 70 |
| ...5=Completely true | 13 | 14 | 50 | 25 | 19 |
| Percentage (%) of teachers returning Reaction Forms | 46 | 45 | 42 | 44 | 45 |
| Mean Response | 3.9 | 4.1 | 4.5 | 4.3 | 4.2 |
| Total # Observed | 35 | 33 | 12 | 9 | 89 |

Item: After reading the completed observation form, I feel that it is an accurate representation of my classroom during the time observed.

## 3RD OBSERVATION

### ALLISON COMMENTS

| Rating | |
|---|---|
| 4 | Not all materials were listed. Students were allowed to choose most of their activities. |
| 4 | Mostly true - one exception, though, more materials were being used than what were listed on observation sheet. |
| 4 | The comment said there was no evidence of learning centers - The observer was sitting in front of a 7 pocket learning center on s, ed, ing endings. Also indication of no discussion of vocabulary - we were making a vocabulary book.<br>- Grouping for instruction had taken place close to beginning of period. |
| 5 | Very accurate observation! |

### GOVALLE COMMENTS

| Rating | |
|---|---|
| 3 | Partly false--because some things were in the classroom, but observer failed to see them, mark them, or realize them. Made mistake in averaging and arriving at grade. |
| 4 | The activity the children were doing while the observer was here was not as much of a success as the observer thought it was, although her observations were accurate. |
| 4 | The observer missed the large-group discussion activities. We did have a display on famous Black Americans which had been taken down recently -- Earlier in the year we did some activities related to Mexican Americans. |
| 3 | Students papers were displayed on bulletin board. (Also students switch rooms so they may have work in this room that is not apparent in the other room and vice versa.) Grouping - since we are team teaching we are grouped already in separate rooms. |

### METZ COMMENTS

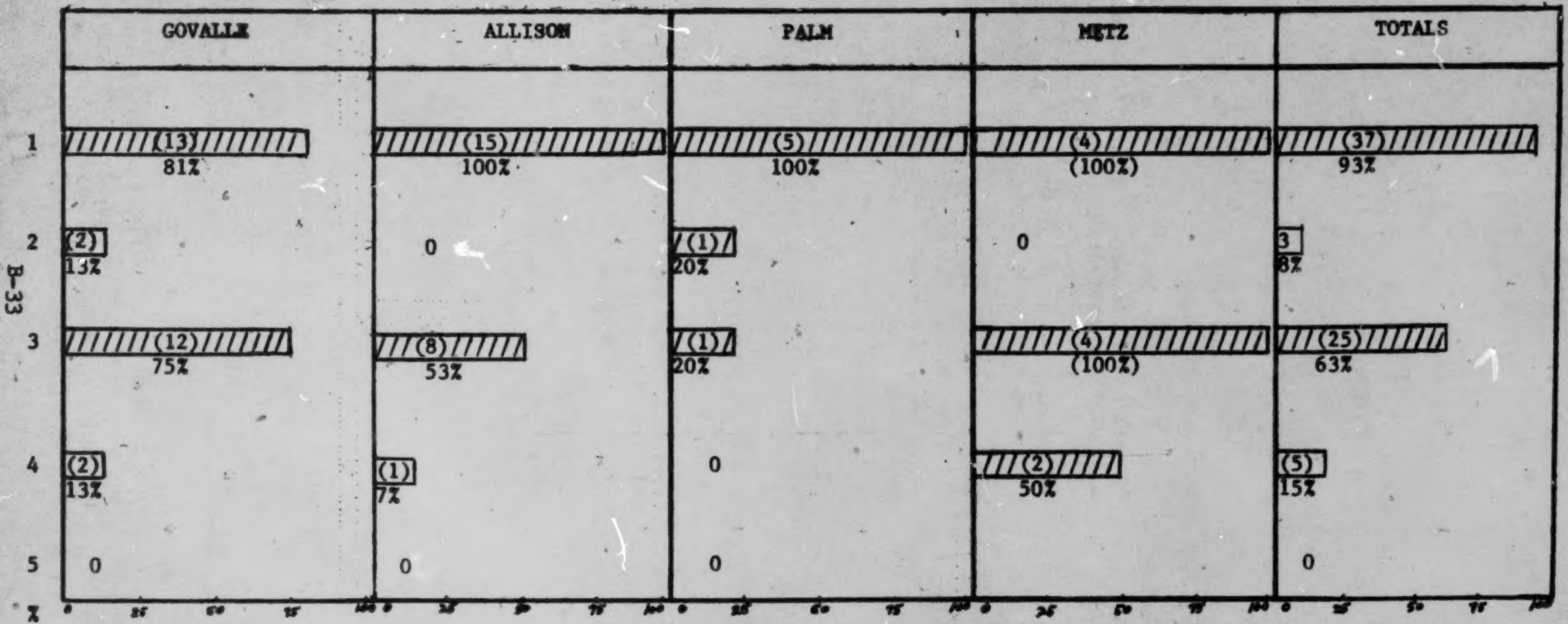
| Rating | |
|---|---|
| 4 | Usually have more bilingual activities and materials out, but they had to be shelved until a responsible substitute could use them. My aide was trained to use Language Master but always claimed she still didn't understand it. |

ATTACHMENT VII - TABLE OF RESPONSES AND COMMENTS TO ...

Item: Which of the following do you feel is necessary in providing feedback to teachers being observed?

1) Leave form with teacher
2) Leave form with principal
3) Discuss with teacher
4) Discuss with faculty
5) No feedback

Percentage of Teachers Making Responses in Each of Five Categories
Numbers written inside bars represent actual number of teachers.



Number Responding -16
Total Observed - 35

Number Responding -15
Total Observed - 33

Number Responding - 5
Total Observed -12

Number Responding - 4
Total Observed - 12

Number Responding - 40
Total Observed = 92

Item: Which of the following do you feel is necessary in providing feedback to teachers being observed?

**3RD OBSERVATION**

**ALLISON COMMENTS**

I appreciate seeing and having a copy of the observation form.

**GOVALLE COMMENTS**

NONE

**METZ COMMENTS**

NONE

**PALM COMMENTS**

NONE

Item: Do you have any suggestions/comments about the observation instrument the classroom observers used in your classroom?

## 3RD OBSERVATION

### ALLISON COMMENTS

--Very thorough. Perhaps too long to be all done in 45 minutes.
--None
--No
--It is long and detailed and the 45 minutes is too short a time span to observe everything listed on observation sheet. Is the time element taken into consideration? Or are you assuming that what isn't marked isn't there?
--No
--No!
--She didn't see my many charts and games, art supplies - charts were out, other materials in closets (Reading game table was in corner). Observers could walk around room to see more carefully, or ask about materials, stations, etc., that are put up during time of observation.
--Several items seem contradictory - ex. freedom of movement, gets drinks, move around room/no wandering around room. Some items on checklist could not possibly be observed - ex. field trips planned. I appreciate the polite manner of the observers.
--The instrument used seemed ok in general. In the observation and comment of bare space of room divider, I don't think it should be used for displays, as we combine classes at times.

### GOVALLE COMMENTS

--It seems fairly complete.
--It's excellent - very complete and fair. The only exception to this is part I and part J. Kindergarten is not the place to push ethnicity to the extent recommended by the observation form. Also I wish the observers could have been aware of my grouping techniques. I have 4 very definite groups - grouped according to achievement on the SWRL materials. I don't really see how the observer could have missed seeing my definite grouping. At any rate, I think the instrument must be the product of many hours of thoughtful consideration. Thanks for being so fair to us teachers - we're trying!
--There sould be a purpose for observations and all concerned should know the purpose.
--I feel some of the categories can not be adequately observed in the period of time the observer spends in the classroom. Example: Appropriate grouping strategies, references to local cultures are apparent, first-hand experiences.
--The observer was very thorough - quiet and seemingly impressed.

Do you have any suggestions/comments about the observation instrument the classroom observers used in your classroom? (Continued)

METZ COMMENTS

--Seems adequate. Allows a lot of leeway; a lot of disruption.
--I will never have any "cultural" evidences except in a few social studies activities during the year. Help from the curriculum writer has been sparse.
--I think the instrument they use is very adequate and complete.

PALM COMMENTS

--NO
--Would suggest leaving completed observation form with teacher each time teacher is being observed.
--NO

Item: Do you have any suggestions/comments for the observation process next year?

## 3RD OBSERVATION

### ALLISON COMMENTS

- 45 minutes, 3 times a year - how representative can that be?
- I'm not sure, but this really doesn't show anything of the general pattern of our program.
- I would like the observer to ask what has been done in class and what they plan to do in the future.
- I feel that an observer should move about in the classroom to better acquaint herself with all the materials being used in lesson and other material available in classroom. Note: I feel better about this observation than the other two-main reasons because the observer and I talked briefly and she left the form with me.
- NO
- Notify teacher before observing his/her class.
- NO!
- Fine as is - so glad to see completed form of observation.
- A checklist of what they will be observing.
- That the observers have a schedule of teacher's activities, and if possible arrange to observe closer to the beginning of a period instead.

### GOVALLE COMMENTS

- Seems to go fairly smoothly. I like the reaction form in which the teacher can state if the day was usual or not. Also, the observer was very calm and non-distracting. The children did not react to her presence. That helped to normalize the situation.
- I was very happy with this last observation, and then I was truly surprised to find the observation instrument in my mailbox. Thanks!
- Supply materials and information in the classroom to bring about the situation or outcome the program is designed for.
- I think many of the negative feelings about the instrument or observation in general could be lessened if teachers received more guidelines and assistance from the Project at the beginning of the year, and all through the school year. The observer in my classroom has always had a pleasant attitude, and did not in any way make me or the children uncomfortable.

Do you have any comments/suggestions for the observation process next year? (Continued)

GOVALLE COMMENTS (Continued)

- No - this classroom teacher was satisfied.

- When you say you're not going to evaluate the teacher - don't evaluate the teacher!

- For me to have bilingual-bicultural material in my classroom, I will need help with the materials.

- In order for this to be more beneficial, the observer needs to stay in the room for longer periods of time to observe more varied lesson activities.

- Eliminate it completely. My team teacher and I were observed, and the wrong materials were credited to me and to her. This is the first copy of the form I see, and if it is representative of the others... I can certainly use the funds for something worthwhile.

- I don't know what kind of training the observers do, but it was obvious that they have not been exposed to my type of students very much because of reactions to some of the things my students did!

- Have the observers move around more.

- NONE

METZ COMMENTS

- Keep up the good work!

- I really wish observers were more experienced in teaching or in education. No objection to the observer I had, though.

PALM COMMENTS

- NO

- NO

Item: Other comments concerning the observation.

## IST OBSERVATION

### ALLISON

- Hope I gain something from being observed! Would like comments from an impartial observer.
- The day before would have allowed observer to see a cooking experience - tortillas de harina.
- I had told the children the observer would only want to see them at work, and they would not talk with her. They are curious when I write, asking "what does that say?" I saw no indication they wanted to see or ask you questions but they may have felt pressured which resulted in lots of activity.
- I'd like to hear her observations.
- I would like to have had some feedback on her observations.

### GOVALLE

- I appreciated her coming in so quietly and not disturbing the children in their work. She was very courteous to us as a classroom.
- I'm serious about being observed again. We were very busy today during the observation, but my aide is such an important part of our learning activities that I would not mind the observers coming back sometime when she's here - if their time permits. If not - fine.
- How much experience has the observer had in this type of thing? What is the purpose of the observation? I would like to see the report of her findings.
- I realize that observations of this sort are beneficial to your program - but please consider that approximately one hour of my teaching time was lost due to disruption.

### METZ

- December is bedlam - come in January.
- I feel that if she could make a couple of more visits, she could become more of the wall and maybe the children would settle down.
- Am anxious to know feedback.
- Would like to have immediate feedback from observer.

Other comments concerning the observation. (Continued)

PALM

- I do hope that the observers have some classroom experience as well as some bilingual classroom experience in order to make this observation valid! I was very interested in knowing how "I" ranked on the evaluation. It would be very comforting to know what I'm doing is right or to receive help if what I'm doing is not right. At least I've had some ESL training which I'm converting to SSL. But just to know you're doing "ok" before an evaluator comes in could do wonders for one's teacher-moral and enthusiasm of the program!
- I would appreciate being told, at least in the A.M. that observers would be in at some time - - not necessarily specific time - during the day.
- Very unobtrusive - - did not bother routine of class.
- To be worth it, any notes taken should be taken in duplicate so that I may be made aware of positive and negative items observed.
- The observer was nice to have in our room but please let me and my class know about it so we can be at our best.
- I enjoyed having only one observer and not having two or three - - or five!!

2ND OBSERVATION

ALLISON

- I think the observation would be more effective if conducted nearer the beginning of scheduled period.
- I was glad to have her but I want some feedback.

GOVALLE

- I now feel very much at ease with the observers. This is because of the recent meeting on Friday.
- She came at a very good time.
- Why am I being observed if I am not in the program? This does not seem relevant. The man that attended the faculty meeting could help us more if he, himself, understands the material.

METZ

- NONE

Other comments concerning the observation. (Continued)

PALM

- Student teacher was in charge of class activities.
- As just a matter of information - I would appreciate knowing whether or not the observers had even taught, and how long?

NO "OTHER COMMENTS" CATEGORY ON 3RD OBSERVATION FORM.

## Appendix C

## INSTRUMENT REPORT

## SECONDARY CLASSROOM OBSERVATION GUIDE

Date/Period of Administration: Throughout the 73-74 School Year

Population: All Project Secondary Classrooms

Administered by: Office of Evaluation Staff

Data Collected by: Office of Evaluation Staff

## DESCRIPTION OF SECONDARY CLASSROOM OBSERVATION GUIDE

### Number of administrations of the instrument

Three

### Location of administration

In secondary bilingual classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Form was inadequate to describe the variety of activities occuring.

### Training of the administrators

By Office of Evaluation Staff

### Brief description of the instrument

Outline of areas to be observed with space for written descriptions

### Rationale for the instrument

To describe activities being conducted in secondary bilingual classrooms

### Developer of the instrument

Staff of the Office of Evaluation

### Development of the instrument

Consulting with Project staff about areas of interest, then generating observation form format.

### Standardization of the instrument

None

### Reliability and validity of the instrument

No data available

## ANALYSIS OF SECONDARY BILINGUAL TEACHERS' ACTIVITIES AND COMMENTS ON THE ESAA BILINGUAL/BICULTURAL PROGRAM

Evaluation of the AISD's ESAA B/B Project in the secondary schools required Classroom Observers from the Office of Evaluation to conduct observations in each classroom involved. The following is a report based on those observations. Generally, each secondary school designed and conducted its own program with the history and culture of Mexican Americans being the major emphasis.

### Procedure

Secondary classrooms in the Bilingual/Bicultural Project schools were visited by Classroom Observers approximately three times throughout the year. A Secondary Observation Guide that had been developed by the Office of Evaluation was completed by the Observers during classroom observation periods of from forty-five minutes to one-half day. However, due to the varied implementations of the Bilingual/Bicultural Program which each secondary teacher had developed for his/her classroom, this Secondary Observation Guide proved to be inadequate. Therefore, a revised method and guide was developed in the Office of Evaluation for the following two observations. This revised method called for the Observer to spend one-half of a school day in the bilingual classroom, observing classroom activities and writing a detailed description of the program as implemented in that classroom. At the end of this extended observation period, Observers held private discussions with the teacher during which the Observer solicited teacher opinions and feelings about the Bilingual/Bicultural Program.

### Observation Form

The Secondary Observation Guide that was used during the first round of observations (See Attachment I) included the following factors, each with sub-categories:

I. Materials
II. Appearance and Atmosphere
III. Methods
IV. Interaction

The factors on the Guide were rated from one (no evidence) to five (much evidence), in order to determine the degree of implementation of the Program in each classroom.

Because Observers found the original Secondary Classroom Observation Guide to be inadequate, a revised form (See Attachment II) was developed for the second and third rounds of observations.

I. Materials
II. Atmosphere
III. Cooperation Among Teachers
IV. Planning
V. Displays
VI. Student Interest
VII. Bicultural Activities
VIII. Awareness of Student Background
IX. On-going Activities
X. General Comments

No ratings were given on any of the above factors.

## Results

A description of each secondary school's implementation of the Bilingual/Bicultural Project follows, including observation data collected at the school and comments made during personal interviews conducted by Classroom Observers after each observation. Complete observation data are on file in the Office of Evaluation.

### High School I

The Bilingual/Bicultural Program at High School I began in the fall with an enrollment of 60 students. Due to transfers and mid-term graduations, the number of students declined throughout the school year, and the final enrollment was 50 students. These students were chosen to participate in the program on the basis of their Spanish-speaking ability.

A bilingual teacher was hired by the Bilingual/Bicultural Project and was placed in a team teaching situation with two other teachers that were already directing a course in Spanish for native speakers. In the spring the Austin Independent School District added another teacher to this teaching block.

Areas emphasized by the team teachers were Spanish and English, while the bilingual teacher concentrated on Spanish and History. The bilingual teacher, alternating with the team teachers, usually taught 30 minutes of a one-hour period, twice a day. The bilingual teacher also made arrangements for guest speakers and field trips, as well as attending to various other duties.

In High School I the Bilingual/Bicultural Program exposed the students to Mexican American guest speakers, as well as culturally relevant film strips, books, articles, songs, and dances. Opportunities for the students to attend culturally related lectures and special exhibits at the University of Texas were also provided.

An interview was held with the bilingual teacher after the second and third observations in order to gather information and general feelings about the Bilingual/Bicultural Program in High School I.

Written comments were also received from the High School I bilingual teacher, and the following paragraph is a summary of the comments from that source as well as from the personal interview.

This teacher felt that if bilingual teachers are to work in a team teaching situation, the team should be hired together, so that the bilingual teacher can be included in team planning from the beginning. This procedure would avoid in the future the problems inherent in placing the bilingual teacher late in the year into an established team teaching situation. Too, the bilingual teachers should be given separate classrooms in order to function more effectively. The bilingual teacher at High School I also felt that secondary level teachers did not receive adequate assistance from Project staff and that there was misunderstanding among teachers and personnel at High School I about the function of the Bilingual/Bicultural Project in the school. There was therefore a lack of guidance from administrative personnel during the establisment of the Bilingual/Bicultural Program in High School I. Further, the administrative decision to fuse the Bilingual Program with an already existing program proved to be the major drawback to the effective implementation of the Bilingual/Bicultural Program at High School I, according to the bilingual teacher, since this action led to much friction and misunderstanding between teachers. Despite the problems, the bilingual teacher did state that he felt the Bilingual/Bicultural Program in High School I had been beneficial to the students involved.

## High School II

The Bilingual/Bicultural Program at High School II was fused with the Humanities Program, a locally funded pilot project in its second year of operation at that school. In order to meet the increased quota imposed by the combining of the two programs, students had to be recruited. The Bilingual/Bicultural-Humanities program began with an enrollment of 43 students. At mid-year there were 25 students remaining in the program, of which only 20 remained at the end of the school year.

The bilingual teacher was placed in a team teaching situation with the three Humanities Program teachers. The teaching block was composed of one art teacher, one music teacher, and two language arts teachers, one of which was the bilingual teacher. The schedule established consisted of two two-hour blocks, during both of which the bilingual teacher was present.

The major activities in the classroom consisted of projects prepared and presented by the students. Cameras and tape recorders were used by them whenever they conducted interviews or prepared visual presentations. Since a requirement of the program was attendance at various cultural events, the students attended ballets, art exhibits, dramatizations, lectures, music performances, and literary readings. Various study trips were also arranged.

Because of these various field trips, the class was often unavailable for observation by Classroom Observers. Therefore, only the first observation (fall '73) was completed at High School II.

Since personal interviews with the secondary bilingual teachers were conducted only after the 2nd and 3rd observations, the only source of teacher comments for High School II is the written report solicited from secondary teachers by the Office of Evaluation. A summary of those written comments follows.

This bilingual teacher felt that the teachers involved in the Bilingual/Bicultural-Humanities Program were not adequately prepared to team teach. The philosohpies of education were not the same among the teachers, and the methods of disciplining were contrary to the philosophy of the Humanities Program. Further, the bilingual teacher felt that the grading system used was inconsistent and unfair to the students. This teacher also felt that a combined program could not be well implemented unless equal blocks of time are alloted for each program. The closing comments of this teacher were a statement of condidence that the Bilingual/Bicultural Program can be, in spite of the problems encountered this year, very beneficial to any student who not only wants to become acculturated but also wants to find self-identity.

Further comments on the Bilingual/Bicultural-Humanities Program in High School II, taken from the Humanities Pilot Project Evaluation Report, are summarized in the following paragraph.

The increased quota imposed by bringing together the two programs caused last-minute, hasty student recruitment, according to the team teachers. The majority of students who signed up for the course thought they would be in a course as realized in the 1972-73 Humanities Program. On the other hand, students recruited through a letter suggested by the bilingual staff after school began expected a bilingual or all-Spanish course. Further problems were caused by the fact that the Humanities team teachers did not feel that their course had the acceptance, cooperation, or the encouragement of the Bilingual Program Staff. There was very little direction or assistance in the difficult task of fusing the two programs, in the opinion of these teachers. Other problems encountered due to the fusion of the two programs were:

- excessive "red tape" in the acquisition of supplies, materials, and equipment requisitioned through the Bilingual program
- money allocated to the Humanities Program had to be extended to accommodate the larger number of students and faculty
- the unanticipated four-hour block of class time for the two programs resulted in the inability of two of the teachers involved to participate full time in the Program.

## Junior Highs I and II

The organization of the bilingual teachers' activities at each of the two junior highs was similar. The bilingual teacher and aide assisted in the instruction in four other classrooms. Generally the bilingual teacher and the team teachers would plan together and both remain in the classroom during class time. Emphasis was much more on cultural activities than on instructional activities in Spanish. The bilingual teacher occupied more of the role of a planner of special class projects. Observation data is on file for both schools in the Office of Evaluation.

In the informal interviews following the observations, both bilingual teachers expressed disappointment in the lack of guidance and leadership provided by the Program. The greatest needs expressed were for more qualified aides with stronger reading skills and for more appropriate materials. The awareness of various cultures was mentioned as the most beneficial effect of the Project.

## Conclusions

The two high school bilingual teachers had conflicts with the existing programs to which they were attached; whereas, the junior high school bilingual teachers were able to plan their own program without any pre-existing restrictions. This seems to be a critical factor in the degree of smoothness the bilingual teachers were able to effect in implementing the Project.

The make-up of the classrooms involved and the various levels of familiarity with Spanish possessed by the students resulted in the bilingual teachers' emphasizing more cultural activities than instruction in the Spanish language.

Possibly some of the conflicts and confusion encountered by the secondary bilingual teachers could have been resolved had the Project's staff been more available to them and had the staff established more definite goals and objectives for the Project at the seconday level.

ATTACHMENT I

## SECONDARY CLASSROOM OBSERVATION GUIDE

### BILINGUAL/BICULTURAL PROJECT
### AUSTIN INDEPENDENT SCHOOL DISTRICT

School: ____________________
Teacher: ____________________
Grade Level: ____________________

### I. MATERIALS

| | Available | | Evidence of use | | |
|---|---|---|---|---|---|
| | yes | no | yes | no | |
| 1. | ___ | ___ | ___ | ___ | 1. Brown studies kit |
| 2. | ___ | ___ | ___ | ___ | 2. Black studies kit |
| 3. | ___ | ___ | ___ | ___ | 3. El espejo |
| 4. | ___ | ___ | ___ | ___ | 4. Mexican-American Chronicle |
| 5. | ___ | ___ | ___ | ___ | 5. Literatura chicana |
| 6. | ___ | ___ | ___ | ___ | 6. Why Am I Afraid to Tell You Who I Am? |
| 7. | ___ | ___ | ___ | ___ | 7. The Story of the Mexican American |
| 8. | ___ | ___ | ___ | ___ | 8. Pocho |
| 9. | ___ | ___ | ___ | ___ | 9. Perros y antiperros |
| 10. | ___ | ___ | ___ | ___ | 10. Occupied America |
| 11. | ___ | ___ | ___ | ___ | 11. North from Mexico |
| 12. | ___ | ___ | ___ | ___ | 12. Sol y sombra |
| 13. | ___ | ___ | ___ | ___ | 13. The Mexican-Americans of South Texas |
| 14. | ___ | ___ | ___ | ___ | 14. Teacher made: ____________________ |
| 15. | ___ | ___ | ___ | ___ | 15. Other: ____________________ |

### II. APPEARANCE AND ATMOSPHERE

| | | | |
|---|---|---|---|
| 1. | non-conducive to learning | 1....2....3....4....5 | conducive to learning |
| | not non-threatening | 1....2....3....4....5 | non-threatening |
| | not orderly | 1....2....3....4....5 | orderly |
| | not exciting | 1....2....3....4....5 | exciting |
| | not attractive | 1....2....3....4....5 | attractive |
| | not democratic | 1....2....3....4....5 | democratic |
| | not flexible | 1....2....3....4....5 | flexible |

2. How does the physical setting affect the ongoing activity?

negatively 1....2....3....4....5 positively

3. How does the instructional setting affect the ongoing activity?

negatively 1....2....3....4....5 positively

4. Student interest....

unresponsive 1....2....3....4....5 responsive

5. Display materials.....

___% pupil made = ___% cultural + ___% non-cultural + ___% bilingual
___% teacher/aide made = ___% cultural + ___% non-cultural + ___% bilingual
___% commercial = ___% cultural + ___% non-cultural + ___% bilingual

100% = ___% cultural + ___% non-cultural + ___% bilingual

6. Description and/or comments:

## III. METHODS

1. Are southwestern themes incorporated into class activities?
little evidence 1...2...3...4...5. strong evidence

2. Are selections from Chicano literature used?
little evidence 1...2...3...4...5 strong evidence

3. Are selections from Black literature used?
little evidence 1...2...3...4...5 strong evidence

4. _____ % instruction in Spanish
_____ % instruction in English

5. Evidence of:

| | | little | | | | much |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| ENGLISH | literature | | | | | |
| | language arts | | | | | |
| | speech | | | | | |
| SPANISH | literature | | | | | |
| | language arts | | | | | |
| | speech | | | | | |

6. Evidence of Multi-cultural heritage included in history........
little evidence 1...2...3...4...5 strong evidence

7. Evidence of the teaching of fine arts............

| | little | | | | much | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | description |
| music | | | | | | |
| painting | | | | | | |
| drawing | | | | | | |
| other | | | | | | |

8. Teacher's familiarity with vernacular phrases.......
little evidence 1...2...3...4...5 strong evidence

9. Teacher's familiarity with basic principles of Spanish pronunciation.......
little evidence 1...2...3...4...5 strong evidence

10. Incorporation of Chicano culture in class....
little evidence 1...2...3...4...5 strong evidence

11. Incorporation of Black culture into class........
little evidence 1...2...3...4...5 strong evidence

12. Field trips and other first hand experiences that develop vocabulary.......
SPANISH --- seldom 1...2...3...4...5 frequently

ENGLISH --- seldom 1...2...3...4...5 frequently

13. Flexibility of scheduling...........
inflexible 1...2...3...4...5 flexible

14. Correlation of Spanish reading lesson with students' background in Spanish.......
Seldom 1...2...3...4...5 frequent

15. Transition between activities....
inflexible 1...2...3...4...5 flexible

16. Motivation for activities....
little 1...2...3...4...5 much

17. Planning of activities.....
not apparent 1...2...3...4...5 very apparent

18. Gearing of activities to the students' levels......
not apparent 1...2...3...4...5 very apparent

19. Teacher efforts to understand students' backgrounds.. .
not apparent 1...2...3...4...5 very apparent

20. Questioning strategies.......
not effective 1...2...3...4...5 very effective

21. Comments:

## IV. INTERACTION

1. Teacher offers individual attention to students during learning activities.....
no evidence 1....2....3...4....5 strong evidence

2. Student initiated activity........
no evidence 1...2...3...4...5 strong evidence

3. Teacher allows and encourages the speaking of Spanish in instructional activities.....
seldom 1...2...3...4...5 frequently

4. Teacher allows and encourages personal student contributions related to students' culture........ seldom 1....2....3....4....5 frequently

5. Teacher is aware of student interest level.....
no evidence 1....2....3....4....5 strong evidence

6. ____ % of communication between students in Spanish.
____ % of communication between students in English.

7. Comments:

# SECONDARY CLASSROOM OBSERVATION GUIDE

## BILINGUAL/BICULTURAL PROJECT
## AUSTIN INDEPENDENT SCHOOL DISTRICT

School: ____________
Teacher: ____________
Grade Level: ________

I. Materials

II. Atmosphere

III. Cooperation Among Teachers

IV. Planning

V. Displays

VI. Student Interest

VII. Bicultural Activities

VIII. Awareness of Student Background

IX. On-going Activities

X. General Comments

## Appendix D

## INSTRUMENT REPORT

## TEACHER AIDE CLASSROOM OBSERVATION GUIDE
## TEACHER AIDE CLASSROOM OBSERVATION REACTION FORM

## REPORT ON THE OBSERVATION OF THE CLASSROOM ACTIVITIES OF ESAA BILINGUAL/BICULTURAL PROJECT TEACHER AIDES

| | |
|---|---|
| Date/Period of Administration: | Throughout The 73-74 School Year |
| Population: | All Project Teacher Aides |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

# DESCRIPTION OF TEACHER AIDE CLASSROOM OBSERVATION GUIDE

## Number of administrations of the instrument

One

## Location of administration

In Project classrooms

## Problems with the measure or with the administration which might affect the validity of the measure

Administered only once

## Training of the administrators

Training in Office of Evaluation for Classroom Observers

## Brief description of the instrument

There are 6 categories designed to rate Aide performance in the classroom. Each category lists factors which the Observer attends to and rates on the basis of activities being conducted.

## Rationale for the instrument

To rate Project aide performance in the classroom

## Developer of the instrument

Staff of the Office of Evaluation

## Development of the instrument

Project staff and Office of Evaluation staff discussed aide duties and objectives. Instrument based on this discussion.

## Standardization of the instrument

Procedure for administration of Guide was standardized; no norms were developed.

## Reliability and validity of the instrument

No information available

# DESCRIPTION OF TEACHER AIDE CLASSROOM OBSERVATION REACTION FORM

## Number of administrations of the instrument

One

## Location of administration

Distributed in Project classrooms, to be completed anonymously and mailed into Office of Evaluation

## Problems with the measure or with the administration which might affect the validity of the measure

Low return rate

## Training of the administrators

None

## Brief description of the instrument

Contains three statements to which the aide responds. All three statements deal with aspects of the observation process, and accompanying each is a space for comments.

## Rationale for the instrument

To solicit Project teacher aide opinions about the observation process

## Developer of the instrument

Staff of the Office of Evaluation

## Development of the instrument

Adapted from classroom observation reaction form

## Standardization of the instrument

None

## Reliability and validity of the instrument

No information available

# REPORT ON THE OBSERVATION OF THE CLASSROOM ACTIVITIES OF ESAA BILINGUAL/BICULTURAL PROJECT TEACHER AIDES

As part of the on-going evaluation of the 73-74 Bilingual/Bicultural Project, observations of the bilingual teacher aides' activities in Project classrooms were conducted by Classroom Observers. At the conclusion of each observation, a reaction form soliciting the aides' opinions about the observation process was provided to each aide. The following is a reporting and analysis of the information gathered from the observations and the reaction forms.

## I. Evaluation Questions

Evaluation questions to be addressed by this report are:

1. Do the aides contribute to the overall classroom learning environment?
2. Do the aides elicit student interest in classroom activities?
3. How well do the aides interact with the students?
4. How much planning and co-operation exists between teacher and aide?
5. In what kinds of activities do aides engage?
6. How much of the interaction between aides and students is in Spanish and how much in English?
7. Do the aides feel that the procedure used in observing them yields a representative sample of classroom activities?
8. Do the aides feel that the observation process itself has any adverse effect upon classroom activities?

## II. Observation Process

The Classroom Observers, in a week during the spring, 1974, observed each bilingual teacher aide for 45 minutes to one hour during her regular classroom activities. The Observer completed the Aide Observation Guide that had been developed by the evaluation staff. At the conclusion of the observation period, the Observer provided the aide a reaction form soliciting her opinions concerning the observation process. The form was to be completed at the aide's convenience and then mailed anonymously to the Office of Evaluation. Each aide was observed a single time, with the exception of one, who was unavailable during the observation week.

## III. Observation Form

The instrument developed by the Office of Evaluation for the observation of bilingual aides (See Attachment I) consists of six categories designed to rate Aide performance in the classroom. Much like the Classroom Observeration Guide used in observing teachers, though much shorter, the Aide Observation Guide lists factors which the Observer attends to and rates on the basis of the activities being conducted.

The number of items checked on each factor yields a rating of from 1 to 5 (1 being no evidence, 5 being strong evidence). The factors included on the Aide Observation Guide correspond with the first six evaluation questions stated in this report. Additionally, general comments not directly related to a specific factor are noted at the bottom of the guide.

For the measurement of bilingual activities, a grid was developed and included under item number six. The amount of Spanish spoken in Aide to Student, Student to Aide, and Aide to Teacher interaction during instructional and social activities was converted to a number from 1 to 5, with 1 being no Spanish spoken and 5 being all Spanish. A column was also designated for the like measurement of English spoken in the classroom.

The Aide Observation Guide was developed on the basis of a rating of 3 out of 5 on each factor being "acceptable performance." Therefore, factors rated below three would indicate areas suitable for training activities, and factors rated above three would indicate areas of currently acceptable performance by the aides.

The recording on the observation guide, under item number five, of the duties engaged in by the aides does not imply reference to any acceptable levels. The rating of 1 to 5 for duties refers entirely to the amount of time of aides engaged in each type of duty during the observations.

## IV. Reaction Form

The reaction form that was left with teacher aides (See Attachment II) is basically the same as that distributed to Project teachers after each major classroom observation. It contains three statements to which the aide is asked to respond on a scale of from 1 to 5 (1 being completely false and 5 being completely true). All three statements deal with aspects of the observation process, and accompanying each item is a space for comments. For additional comments relating to other aspects of the observation process, space is provided at the end of the form.

## V. Results

Data gathered during the aide observations and summarized in Table I indicate that bilingual teacher aides were rated above 3.0 on all factors. The factor receiving the highest ratings was "Aide prepares and cooperates with teacher." Aide ratings in duty categories indicate that the most commonly observed aide activity was working as an instructional assistant. The only other duty being performed for any substantial amount of time was supervising students. Aides at Govalle and Allison spent more of their time during the observations as instructional assistants than did aides at Palm and Metz. In turn, aides at Palm and Metz spent more time as supervisory assistants than did the aides at Govalle and Allison. (See Attachment III)

## Table I

## Mean Ratings Assigned on Aide Observation Guide

| | Factors Rated | | | | Duties | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Means given based on one observation of each aide<br>n = no. of aides observed | Contributes to Classroom Environment | Elicits student interest | Interacts with students | Prepares and cooperates with teacher | Instructional Assistant | Supervisory Assistant | Making Materials | Running errands | Clerical | Other |
| Mean rating All Schools<br>n = 29 | 3.8 | 3.5 | 3.8 | 3.9 | 3.7 | 2.1 | 1.2 | 1.0 | 1.0 | 1.2 |

Ratings of the aide's interaction with students and teachers for each school are reported in Attachment IV. Ratings were converted into time percentages for convenience and clarity. Aide-student interaction in most schools, during the time observed, was conducted primarily in English during non-instructional exchanges as well as instructional. The exceptions here were instructional activities by aides in bilingual classes at Metz (50% Spanish, 50% English) and Palm (56% Spanish, 44% English).

Table II summarizes the percentages for all schools combined.

The amount of interaction in Spanish between aides and students during instructional activities in bilingual classrooms is significantly greater (p .05) than the amount of interaction in Spanish between aides and students during non-instructional activities. The Kolmogorov-Smirnov Two Sample Test was used to compute the level of significance. All other comparisons fall short of significance.

Twenty-seven percent (8) of the aides observed returned completed reaction forms to the Office of Evaluation. An individual analysis of the results of each of the three items on the form follows.

Item A: "The observation was conducted at a convenient time."

Attachment V, Table 1, reports the mean response and percentages of aides responding with each scale value on this item for the four schools. Table III summarizes the totals.

Most (88%) of the responses on this item were in the "Mostly True" and "Completely True" categories. The mean response for all responding aides in the four schools was 4.0. There were no aides responding with "Completely False" or "Mostly False." Only one aide offered a comment under this item, "I was doing a couple of things at one time, I probably didn't seem organized."

Item B: "The classroom situations observed were representative of the normal activities of my class."

Attachment V, Table 2, reports the mean response and percentages of aides reponding with each scale value on this item for the four schools.

## Table II

## Aide/Student Interaction

| School | No. of aides observed | Type of Classroom | Percent of Aide to Student Interaction in Spanish and in English |  |  |  | Percent of Student to Aide Interaction in Spanish and in English |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | Instructional |  | Non-Instructional |  | Instructional |  | Non-Instructional |  |
|  |  |  | Spn. | Eng. | Spn. | Eng. | Spn. | Eng. | Spn. | Eng. |
| All Schools | 20 | Bilingual | 43 | 57 | 21 | 79 | 27 | 73 | 12 | 88 |
|  | 9 | Team | 3 | 97 | 23 | 77 | 3 | 97 | 22 | 78 |

## Table III

"The observation was conducted at a convenient time."

| % of Aides returning Reaction Forms who responded .... | All Schools |
|---|---|
| ... 1 = Completely false | 0% |
| ... 2 = Mostly false | 0% |
| ... 3 = Partly false partly true | 13% |
| ... 4 = Mostly true | 63% |
| ... 5 = Completely true | 25% |
| % of Aides returning Reaction Forms | 27% |
| Mean Response | 4.0 |
| Total # Observed | 29 |

Table IV summarizes the totals. Of the eight aides returning reaction forms, four (50%) gave a response of "Mostly True" to this item and four (50%) gave a "Completely True" response. The mean response, therefore, was 4.5. There were no individual comments offered under this item.

Item C: "The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities."

Attachment V, Table 3, reports the mean response and percentages of aides responding with each scale value on this item for the four schools. Table V summarizes the totals. Of the eight aides returning completed reaction forms, only one (13% of total) felt that the item was a "Completely False" statement. Two (25%) felt it was "Partly False, Partly True", and three (38%) felt that it was a "Completly True" statement. The mean response to this item was 3.75. Only one aide offered comment in the space provided, but that comment was not directly related to the item ("I would have like to have read some of the comments resulting from the observation.")

Item: "Other comments concerning the observation."

Two aides offered comments under this item. The two comments were:

- "We are trying to give individual instruction."
- "I would like to have had a chance to show her my work."

Conclusions

Relating the data collected to the previously stated evaluation questions yields the following conclusions.

1. How much planning and cooperation exists between teacher and aide? According to the criteria established for this factor, the bilingual aides as a group demonstrated an acceptable level of planning and cooperation with the teachers.

2. In what kinds of activities do the aides engage? During the time observed, the bilingual aides were serving mainly as instructional and supervisory assistants with very little time given to making materials, running errands, performing clerical duties, etc.

## Table IV

"The Classroom situations observed were representative of the normal activities of my class."

| % of aides returning Reaction Forms who responded .... | All Schools |
|---|---|
| ... 1 = Completely false | 0% |
| ... 2 = Mostly false | 0% |
| ... 3 = Partly false partly true | 0% |
| ... 4 = Mostly true | 50% |
| ... 5 = Completely true | 50% |
| % of teachers returning Reaction Forms | 27% |
| Mean Response | 4.5 |
| Total # Observed | 29 |

## Table V

"The Classroom Observer did not detract from the classroom decorum nor the effectiveness of instructional activities."

| % of aides returning Reaction Forms who responded ... | All Schools |
|---|---|
| ... 1 = Completely false | 13% |
| ... 2 = Mostly false | 0% |
| ... 3 = Partly false partly true | 25% |
| ... 4 = Mostly true | 25% |
| ... 5 = Completely true | 38% |
| % of Aides returning Reaction Forms | 27% |
| Mean Response | 3.75 |
| Total # Observed | 29 |

3. How much of the interaction between aides and students is in Spanish and how much is in English? English was used as the primary language of interaction in both instructional and non-instructional situations. Aides in bilingual classes interacted with students much less in Spanish during non-instructional activities than during instructional activities. Consistently, the amount of informal aide-student interaction was about 20% in Spanish and 80% in English.

4. Do the aides contribute to the overall learning environment? According to the criteria established for this factor, the bilingual aides as a group demonstrated an acceptable level of contribution to the classroom learning environment.

5. Do the aides elicit student interest in classroom activities? According to the criteria established for this factor, the bilingual aides as a group demonstrated an acceptable level of elicitation of student interest for classroom activities.

6. How well do the aides interact with the students? According to the criteria established for this factor, the bilingual aides as a group demonstrated an acceptable level of interaction with the students.

7. Do the aides feel that the procedure used in observing them yields a representative sample of classroom activities? All of the aides responding on the reaction form stated that the classroom activities observed were mostly or completely representative of normal activities.

8. Do the aides feel that the observation process itself has any adverse effect upon classroom activities? One aide did feel that there was considerable adverse effect, and two others felt there was some amount. Since no aide explained her response, it is impossible to conclude what negative effect the observation process had. The majority of aides responding expressed very little adverse effect; therefore, the question remains somewhat undetermined.

## Limitations of this Report

There are three major limitations of this evaluation report. First, this report is based on only one observation of each bilingual aide. Although the representativeness of the 29 observations is sufficient for very general conclusions, more frequent observations would have added to the confidence warranted by more in-depth analyses.

Second, the number of aides returning the reaction forms was quite low (27%), lessening confidence in the representativeness of the results for the aides as a whole.

Third, the nature of the Aide Observation Guide is such that data recorded relates much more to the quantity of activities rather than the quality of activities. Thus, a higher rating on a factor may not necessarily preclude a need for further aide training.

## Recommendations

Project staff planning training activities for bilingual aides should review the data reported here as an aid to identifying areas of need.

Future observations should be more frequent, if possible, to ensure reliability of the data.

The Aide Observation Guide should be revised to attend to more behavior indicative of the quality of the aides' performance.

**AIDE OBSERVATION GUIDE**
**Bilingual/Bilingual Project**
**Austin Independent School District**

Teacher Aide: ______ Grade: ________
Teacher: ____________ School: ________
Date: ____________ Time: ________

1. **Aide's contributions to classroom environment... 1...2...3...4...5**

Aide-made materials
Successfully handles discipline
Uses supplemental instructional materials
Familiar with classroom equipment

2. **Aide elicits student interest... 1...2...3...4...5**

Uses positive reinforcement
Listens to students
Elicits student responses
Provides opportunities for students to participate
Students center attention on aide

3. **Aide interaction with students... 1...2...3...4...5**

Students interact with aide

Gives individual attention
Works with students on:
    One to one basis ______
    Small groups (3 to 5) ______
    Large group (6 to 8) ______
    Total group
Approximate time aide interacts with students: ______

4. **Aide preparation and cooperation with teacher... 1...2...3...4...5**

Familiar with lesson plans
Has materials ready
Does not take class time from instruction
Takes over group without teacher direction

| 5. Duties | yes | no | if yes, how much?<br>none 1..2..3..4..5 all |
|---|---|---|---|
| instructional assistant | | | |
| supervisory assistant | | | |
| making materials | | | |
| running errands | | | |
| clerical | | | |
| other (specify) | | | |

What learning activities were under aide's direction? Describe

| 6. Bilingual Activities | | none 1...2...3...4...5 all | |
|---|---|---|---|
| | | Spanish | English |
| Aide to Students | Instructional | | |
| | Social | | |
| Students to aide | Instructional | | |
| | Social | | |
| Aide to teacher | | | |

7. Comments:

ATTACHMENT II

## Teacher Aide
## Classroom Observation Reaction Form
## Bilingual/Bicultural Project
## Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

B. The Classroom situations observed were representative of the normal activities of my class.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

C. The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities.

| | | | | |
|---|---|---|---|---|
| Completely False | Mostly False | Partly False Partly True | Mostly True | Completely True |
| 1 | 2 | 3 | 4 | 5 |

Comments:

Other comments concerning the observation:

School: ______________________________

Please fold, staple, and drop into the district mail.

Thanks

## ATTACHMENT III - AIDE OBSERVATIONS

| | FACTORS RATED | | | | DUTIES | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Means given based on one observation<br>n = no. of aides observed | Contributes to Classroom environment | Elicits student interest | Interacts with students | Prepares and cooperates with teacher | Instructional Assistant | Supervisory Assistant | Making Materials | Running Errands | Clerical | Other |
| Allison n = 7 | 4.0 | 3.7 | 4.0 | 4.1 | 4.1 | 1.6 | 1.1 | 1.0 | 1.1 | 1.0 |
| Govalle n = 8 | 3.6 | 3.8 | 3.9 | 3.5 | 4.1 | 1.6 | 1.3 | 1.0 | 1.0 | 1.5 |
| Metz n = 7 | 3.7 | 3.3 | 3.7 | 4.0 | 3.4 | 2.4 | 1.2 | 1.0 | 1.0 | 1.0 |
| Palm n = 7 | 3.7 | 3.3 | 3.7 | 4.0 | 3.0 | 2.7 | 1.0 | 1.1 | 1.0 | 1.3 |
| Mean rating All Schools | 3.8 | 3.5 | 3.8 | 3.9 | 3.7 | 2.1 | 1.2 | 1.0 | 1.0 | 1.2 |

Scale Used: 1.....2.....3.....4.....5
No evidence ... Much evidence

# ATTACHMENT IV
# AIDE TO STUDENT INTERACTION IN SPANISH AND IN ENGLISH

## Table 1

| SCHOOL | NO. OF AIDES OBSERVED | TYPE OF CLASSROOM DURING TIME OBSERVED | PERCENT OF AIDE TO STUDENT INTERACTION IN SPANISH AND ENGLISH* | | | |
|---|---|---|---|---|---|---|
| | | | INSTRUCTIONAL | | NON-INSTRUCTIONAL | |
| | | | SPN. | ENG. | SPN. | ENG. |
| Allison | 3 | Bilingual | 25 | 75 | 17 | 83 |
| | 4 | Team | 0 | 100 | 0 | 100 |
| Govalle | 8 | Bilingual | 42 | 58 | 21 | 79 |
| | 0 | Team | - | - | - | - |
| Metz | 5 | Bilingual | 50 | 50 | 35 | 65 |
| | 2 | Team | 25 | 75 | 37 | 63 |
| Palm | 4 | Bilingual | 56 | 44 | 12 | 88 |
| | 3 | Team | 33 | 67 | 33 | 67 |
| All Schools | 20 | Bilingual | 43 | 57 | 21 | 79 |
| | 9 | Team | 19 | 81 | 23 | 77 |

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* Figures based on one observation only.

## ATTACHMENT IV
## STUDENT TO AIDE INTERACTION IN SPANISH AND IN ENGLISH

Table 2

| SCHOOL | NO. OF AIDES OBSERVED | TYPE OF CLASSROOM DURING TIME OBSERVED | PERCENT OF STUDENT TO AIDE INTERACTION IN SPANISH AND ENGLISH | | | |
|---|---|---|---|---|---|---|
| | | | INSTRUCTIONAL | | NON-INSTRUCTIONAL | |
| | | | SPN. | ENG. | SPN. | ENG. |
| Allison | 3 | Bilingual | 17 | 83 | 8 | 92 |
| | 4 | Team | 0 | 100 | 0 | 100 |
| Govalle | 8 | Bilingual | 23 | 77 | 4 | 96 |
| | 0 | Team | - | - | - | - |
| Metz | 5 | Bilingual | 30 | 70 | 25 | 75 |
| | 2 | Team | 25 | 75 | 25 | 75 |
| Palm | 4 | Bilingual | 38 | 62 | 12 | 88 |
| | 3 | Team | 33 | 67 | 42 | 58 |
| All Schools | 20 | Bilingual | 27 | 73 | 12 | 88 |
| | 9 | Team | 19 | 81 | 22 | 78 |

# ATTACHMENT IV
# AIDE TO TEACHER INTERACTION IN SPANISH AND IN ENGLISH

Table 3

| SCHOOL | NO. OF AIDES OBSERVED | TYPE OF CLASSROOM DURING TIME OBSERVED | PERCENT OF AIDE TO TEACHER INTERACTION IN ENGLISH AND SPANISH | |
|---|---|---|---|---|
| | | | SPN. | ENG. |
| Allison | 3 | Bilingual | 0 | 100 |
| | 4 | Team | 0 | 100 |
| Govalle | 8 | Bilingual | 25 | 75 |
| | 0 | Team | - | - |
| Metz | 5 | Bilingual | 0 | 100 |
| | 2 | Team | 0 | 100 |
| Palm | 4 | Bilingual | 50 | 50 |
| | 3 | Team | 33 | 67 |
| All Schools | 20 | Bilingual | 18 | 82 |
| | 9 | Team | 11 | 89 |

## ATTACHMENT V - TEACHER AIDE REACTION FORMS

### Table 1

A. The observation was conducted at a convenient time.

| Percentage (%) of aides returning Reaction Forms who responded... | GOVALLE | ALLISON | PALM | METZ | All SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 0 | 0 |
| ...2=Mostly false | 0 | 0 | 0 | 0 | 0 |
| ...3=Partly false Partly true | 50 | 0 | 0 | 0 | 13 |
| ...4=Mostly true | 50 | 63 | 63 | 0 | 63 |
| ...5=Completely true | 0 | 33 | 33 | 0 | 25 |
| | | | | | |
| Percentage (%) of aides returning Reaction Forms | 25 | 43 | 43 | 0 | 27 |
| Mean Response | 3.5 | 4.3 | 4.3 | 0 | 4.0 |
| Total # Observed | 8 | 7 | 7 | 7 | 29 |

### Table 2

B. The classroom situations observed were representative of the normal activities of my class.

| Percentage (%) of aides returning Reaction Forms who responded... | GOVALLE | ALLISON | PALM | METZ | All SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 0 | 0 | 0 | 0 | 0 |
| ...2=Mostly false | 0 | 0 | 0 | 0 | 0 |
| ...3=Partly false Partly true | 0 | 0 | 0 | 0 | 0 |
| ...4=Mostly true | 0 | 63 | 63 | 0 | 50 |
| ...5=Completely true | 100 | 33 | 33 | 0 | 50 |
| | | | | | |
| Percentage (%) of aides returning Reaction Forms | 25 | 43 | 43 | 0 | 27 |
| Mean Response | 5.0 | 4.3 | 4.3 | 0 | 4.5 |
| Total # Observed | 8 | 7 | 7 | 7 | 29 |

Table 3

C. The classroom observer did not detract from the classroom decorum nor the effectiveness of instructional activities.

| Percentage (%) of aides returning Reaction Forms who responded | GOVALLE | ALLISON | PALM | METZ | All SCHOOLS |
|---|---|---|---|---|---|
| ...1=Completely false | 50 | 0 | 0 | 0 | 13 |
| ...2=Mostly false | 0 | 0 | 0 | 0 | 0 |
| ...3=Partly false, Partly true | 0 | 33 | 33 | 0 | 25 |
| ...4=Mostly true | 0 | 33 | 33 | 0 | 25 |
| ...5=Completely true | 50 | 33 | 33 | 0 | 38 |
| Percentage (%) of aides returning Reaction Forms | 25 | 43 | 43 | 0 | 27 |
| Mean Response | 3.0 | 4.0 | 4.0 | 0 | 3.75 |
| Total # Observed | 8 | 7 | 7 | 7 | 29 |

*Bilingual Aides were observed only one time during the year. Reaction sheets were not received from all aides; therefore, these charts represent reactions from only eight out of twenty-nine aides observed.

## Appendix E

## INSTRUMENT REPORT

## LANGUAGE PREFERENCE GRID CONTAINED IN CLASSROOM OBSERVATION GUIDE

## LANGUAGE PREFERENCES IN INTERACTION AMONG STUDENTS, BETWEEN STUDENT AND TEACHER, AND BETWEEN STUDENT AND AIDE IN ESAA BILINGUAL/BICULTURAL PROJECT ELEMENTARY SCHOOLS

Date/Period of Administration: Throughout The 73-74 School Year

Population: All Project Elementary Students, Teachers, and Aides

Administered by: Office of Evaluation Staff

Data Collected by: Office of Evaluation Staff

# DESCRIPTION OF LANGUAGE PREFERENCE GRID CONTAINED IN CLASSROOM OBSERVATION GUIDE

## Number of administrations of the instrument

Two

## Location of administration

In Project classrooms

## Problems with the measure or with the administration which might affect the validity of the measure

Limited time and frequency of sample

## Training of the administrators

Training in Office of Evaluation for Classroom Observers

## Brief description of the instrument

Contained within the Classroom Observation Guide, the language preference grid is divided into five areas of interaction which are each further subdivided into instructional and non-instructional categories. Interaction is coded for both English and Spanish.

## Rationale for the instrument

To determine the degree of preference by Project students, teachers, and aides for either Spanish or English during verbal interactions within the 3 types of classrooms - bilingual, team, and monolingual.

## Developer of the instrument

Staff of the Office of Evaluation

## Development of the instrument

Other interaction analysis instruments used by Office of Evaluation were reviewed.

## Standardization of the instrument

Procedure for administration of Guide was standardized; no norms were developed.

## Reliability and validity of the instrument

No information available

## LANGUAGE PREFERENCES IN INTERACTION AMONG STUDENTS, BETWEEN STUDENT AND TEACHER, AND BETWEEN STUDENT AND AIDE IN ESAA BILINGUAL/BICULTURAL PROJECT ELEMENTARY SCHOOLS

On-going evaluation of the Austin Independent School District ESAA Bilingual/Bicultural Project included the documentation of classroom activities in Project elementary schools. As part of this documentation, data was collected relating to the amount of interaction among students, teachers, and aides in Spanish and English. There was a significantly higher amount of interaction in Spanish for both instructional and non-instructional activities in bilingual classrooms than in team and monolingual classrooms.

### Observation Process

Classroom Observers' primary function was to visit Project classrooms and to collect data regarding the implementation of the Bilingual/Bicultural Project. Three hundred fifteen observations were conducted over a six month period (November/April), with each classroom being observed a minimum of two times and a maximum of three. Due to the time limitations imposed by special end-of-year activities and testing, the bicultural (monolingual) classrooms at Palm and Metz were not observed a third time, but all other Project classrooms were observed three times. During each 45 min.-1 hr. observation, the Observer rated each classroom on the various factors stated on the observation instrument. One of these factors was a bilingual activities category.

### Evaluation Question

The evaluation question to be addressed in this report is:

Are there differences in the three types of Project classrooms in the amount of interaction conducted in Spanish and in English among students, between teacher and student, and between aide and student during instructional and non-instructional activities?

### Procedure

During each observation of a Project classroom, the Observer noted any use of Spanish by the teacher, aide, and students and recorded the amount on a five point scale, one being no Spanish and five being all Spanish. The amount of English spoken was recorded in the same manner. (See Attachment I)

Most bilingual classrooms were team taught by both a bilingual teacher and a monolingual teacher. Classrooms were observed on a random basis so that data gathered would represent the activities in progress in the classroom under the direction of either the bilingual teacher or the team-monolingual teacher regardless of which students were present.

Another note should be that aides were observed regardless of their funding source or primary work assignment. If an aide were in the classroom and acting as part of the learning situation, then he/she was observed and data on his/her interactions recorded. In Metz and Palm this means that data may reflect a substantial number of Project Assist aides.

Therefore, the data gathered represents the interactions within a classroom environment without consideration made for the students or aides present. Thus, the classroom environment has been defined by the type of teacher present - either bilingual, monolingual-team, or monolingual.

Five categories of interaction were rated:

1. Student to student

2. Student to aide

3. Student to teacher

4. Aide to student

5. Teacher to student

Each of these categories was broken down to differentiate interaction during instructional activities from interaction during non-instructional activities.

## Results

The scale values were averaged for each of the three types of classrooms and then converted into percentages for more convenient comparisons.

The interaction between aide and student is analyzed in Table I. In the summary for all four elementary schools, the percentage of Spanish spoken by the aide to the student and by the student to the aide is higher in the bilingual classes than in both the team and monolingual classes.

The percentage of interaction from the student to the aide in Spanish during instructional activities was 35% in bilingual classes, 9% in team classes and 5% in monolingual classes. The percentage of interaction from the aide to the student in Spanish during instructional activities was 54% in bilingual classes, 13% in team classes, and 5% in monolingual classes.

The percentages for non-instructional activities were 50% in bilingual classes, 12% in team classes, and 5% in monolingual classes when the student was addressing the aide; and 65% in bilingual classes, 32% in team classes, and 5% in monolingual classes when the aide was addressing the student.

These differences are to be expected in instructional interaction; however, the differences are equally as great in non-instructional interaction. Using the Kolmogoron-Smirnov Two-Sample Test, the percentage of Spanish spoken in bilingual classes during both instructional and non-instructional activities is significantly greater, beyond the .05 level of confidence, than the amount of Spanish spoken in both team and monolingual classrooms.

## Table I

| SCHOOL | TYPE OF CLASSROOM | Number of Observations | PERCENT OF STUDENT TO AIDE INTERACTION IN SPANISH AND IN ENGLISH | | | | PERCENT OF AIDE TO STUDENT INTERACTION IN SPANISH AND IN ENGLISH | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Instructional | | Non-instructional | | Instructional | | Non-instructional | |
| | | | Spn. | Eng. | Spn. | Eng. | Spn. | Eng. | Spn. | Eng. |
| Allison | Bilingual | 3 | 33 | 67 | 50 | 50 | 58 | 42 | 88 | 12 |
| | Team | 4 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| | Monolingual | 1 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| Govalle* | Bilingual | 6 | 33 | 67 | 54 | 46 | 54 | 46 | 67 | 33 |
| | Team | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| | Monolingual | 1 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| Metz | Bilingual | 4 | 19 | 81 | 25 | 75 | 31 | 69 | 25 | 75 |
| | Team | 2 | 50 | 50 | 63 | 37 | 50 | 50 | 50 | 50 |
| | Monolingual | 1 | 25 | 75 | 25 | 75 | 25 | 75 | 25 | 75 |
| Palm | Bilingual | 6 | 50 | 50 | 62 | 38 | 67 | 33 | 78 | 22 |
| | Team | 10 | 4 | 96 | 6 | 94 | 10 | 90 | 6 | 94 |
| | Monolingual | 2 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| All Schools | Bilingual | 19 | 35 | 65 | 50 | 50 | 54 | 46 | 65 | 35 |
| | Team | 16 | 9 | 91 | 12 | 88 | 13 | 87 | 32 | 68 |
| | Monolingual | 5 | 5 | 95 | 5 | 95 | 5 | 95 | 5 | 95 |

* No aides present during Govalle Team Observations

Naturally then, the same significance can be placed on the greater amount of English being spoken in both instructional and non-instructional interaction between student and aide in team and monolingual classrooms.

All observed differences between team classrooms and monolingual classrooms are too small to reach significance at the .05 level of confidence.

The interaction between teacher and student is analyzed in Table II. Again the same pattern exists as for interaction between aide and student. The percentage of Spanish spoken by the teacher to the student and by the student to the teacher is higher in bilingual classrooms than in both team and monolingual classrooms.

The percentage of Spanish/interaction from the student to the teacher during instructional activities was 50% in bilingual classrooms, 0% in team classrooms, and 1% in monolingual classrooms. The percentage of teacher to student interaction in Spanish during instructional activities was 46% in bilingual classrooms, 5% in team classrooms, and 0.5% in monolingual classrooms.

During non-instructional activities the percentages for Spanish were 44% in bilingual classrooms, 1% in team classrooms, and 0% in monolingual classrooms when the student was addressing the teacher; and 57% in bilingual classrooms, 3% in team classrooms, and 1% in monolingual classrooms when the teacher was addressing the student.

This would have been predicted confidently for instructional activities; however, the differences in non-instructional activities are as large. Using the Kolmogorov-Smirnov Two-Sample Test, the percentage of Spanish spoken in bilingual classes during both instructional and non-instructional activities is significantly greater, beyond the .05 confidence level, than the amount of Spanish spoken in both team and monolingual classrooms. The reverse, then, is true for the percentage of English spoken.

As in the case of aide and student interaction, there were no significant differences among the percentages for the language used in team and monolingual classrooms.

The interaction among students is analyzed in Table III. Here again, the percentage of time interactions were conducted in Spanish is higher for bilingual classrooms than for both team and monolingual classrooms. During instructional activities students interacted with other students in Spanish 32% of the time in bilingual classrooms, 19% in team classrooms, and 7% in monolingual classrooms. During non-instructional activities students interacted with other students in Spanish 38% of the time in bilingual classrooms, 7% in team classrooms and 1% in monolingual classrooms.

The percentage of Spanish used among students is significantly higher

## Table II

| SCHOOL | TYPE OF CLASSROOM | Number of Observations | PERCENT OF TEACHER TO STUDENT INTERACTION IN SPANISH AND IN ENGLISH | | | | PERCENT OF STUDENT TO TEACHER INTERACTION IN SPANISH AND IN ENGLISH | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Instructional | | Non-instructional | | Instructional | | Non-instructiona | |
| | | | Spn. | Eng. | Spn. | Eng. | Spn. | Eng. | Spn. | Eng |
| Allison | Bilingual | 16 | 53 | 47 | 70 | 30 | 36 | 64 | 50 | 50 |
| | Team | 13 | 2 | 98 | 4 | 96 | 0 | 100 | 2 | 98 |
| | Monolingual | 32 | 1 | 99 | 1 | 99 | 0 | 100 | 0 | 100 |
| Govalle | Bilingual | 18 | 39 | 61 | 50 | 50 | 28 | 72 | 36 | 64 |
| | Team | 7 | 6 | 94 | 3 | 97 | 0 | 100 | 3 | 97 |
| | Monolingual | 44 | 0 | 100 | 1 | 99 | 0 | 100 | 0 | 100 |
| Metz | Bilingual | 13 | 32 | 78 | 39 | 61 | 30 | 70 | 34 | 66 |
| | Team | 4 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| | Monolingual | 17 | 1 | 99 | 1 | 99 | 4 | 96 | 0 | 100 |
| Palm | Bilingual | 14 | 61 | 39 | 66 | 34 | 42 | 58 | 58 | 42 |
| | Team | 17 | 7 | 93 | 2 | 98 | 0 | 100 | 0 | 100 |
| | Monolingual | 14 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 |
| All Schools | Bilingual | 61 | 46 | 54 | 57 | 43 | 50 | 50 | 44 | 56 |
| | Team | 41 | .5 | 95 | 3 | 97 | 0 | 100 | 1 | 99 |
| | Monolingual | 107 | .5 | 99.5 | 1 | 99 | 1 | 99 | 0 | 100 |

## Table III

| SCHOOL | TYPE OF CLASSROOM | Number of Observations | PERCENT OF STUDENT TO STUDENT INTERACTION IN SPANISH AND IN ENGLISH | | | |
|---|---|---|---|---|---|---|
| | | | Instructional | | Non-instructional | |
| | | | Spn. | Eng. | Spn. | Eng. |
| Allison | Bilingual | 16 | 33 | 67 | 39 | 61 |
| | Team | 13 | 13 | 87 | 4 | 96 |
| | Monolingual | 32 | 12 | 88 | 1 | 99 |
| Govalle | Bilingual | 18 | 24 | 76 | 39 | 61 |
| | Team | 7 | 6 | 94 | 3 | 97 |
| | Monolingual | 44 | 7 | 93 | 2 | 98 |
| Metz | Bilingual | 13 | 43 | 57 | 25 | 75 |
| | Team | 4 | 44 | 56 | 13 | 87 |
| | Monolingual | 17 | 12 | 88 | 1 | 99 |
| Palm | Bilingual | 14 | 33 | 67 | 49 | 51 |
| | Team | 17 | 23 | 77 | 9 | 91 |
| | Monolingual | 14 | 7 | 93 | 0 | 100 |
| All Schools | Bilingual | 61 | 32 | 68 | 38 | 62 |
| | Team | 41 | 19 | 81 | 7 | 93 |
| | Monolingual | 107 | 7 | 93 | 1 | 99 |

(beyond the .05 confidence level, using the Kolmogorov-Smirnov Two-Sample Test) during both instructional and non-instructional interactions in bilingual classrooms than in team and monolingual classrooms. The differences between team and monolingual classrooms was not significant at the .05 level.

## Conclusions

The evaluation question addressed in this report is:

Are there differences in the three types of Project classrooms in the amount of interaction conducted in Spanish and in English among students, between teacher and student, and between aide and student during instructional and non-instructional activities?

The answer to this question is clearly "yes." The dimension along which the difference occurs is "type of classroom." In every comparison made, the bilingual classrooms reflected a significantly larger amount of interaction in Spanish than was found in either team or monolingual classrooms. In no comparison was there a significant difference between team and monolingual classrooms in their language preferences.

There were no significant differences found in the language preference of students, aides, and teachers. All three groups interacted with students in statistically equal proportions of each language. Also, there were no statistically significant differences in the proportions of each language used in instructional and non-instructional activities within any type of classroom.

Therefore, it can be concluded that the one difference found through the observations of interactions among participants in the classroom learning environment is that students in bilingual classes use Spanish as a vehicle for communication as often as they use English and much more often than students in team and monolingual classes use Spanish.

ELEMENTARY CLASSROOM OBSERVATION GUIDE
Bilingual-Bicultural Project
Austin Independent School District

Teacher Code: ______
Date: ______
Time: ______

## I. CLASSROOM ENVIRONMENT

A. The classroom environment is conducive to learning ...
1....2....3....4....5

Games or materials to manipulate
Students engaged in constructive activity
Students respond to teacher directions
Classroom orderly
No distracting influences
Students paying attention (15)
No loud, distractive noises
No aimless wandering
Classroom reasonably calm, quiet
Students follow teacher directions
Game corner
Art supplies
Nature objects
Instructional charts
Centers
Students busy with tasks

B. The classroom environment is attractive...
1....2....3....4....5

Student art work
Student papers
Student free drawings (7)
Classroom colorful
All available display space utilized
Displays presented in appealing manner
Attractive bulletin boards

C. The classroom environment is democratic and non-threatening...
1....2....3....4....5

Students interact
Freedom of movement
Students make suggestions
Students work together
Students make activity decisions
Teacher doesn't give all directions
No strict rules regulating behavior
Students talking with each other
Students get drinks, etc. without asking, when possible. (14)
Students compare and discuss work
Students choose own activities
Students move around room whenever necessary
Students suggest other games or activities to work on
Students don't have to ask permission for everything

D. Students demonstrate high interest in classroom activities.
1....2....3....4....5

Students display interest in on-going activities
Students respond when questioned
Students participate without complaint
Students centering attention on instructional activity
StudentsMake contributions to on-going activity (11)
Students not distracted from activity
Students work steadily
Students volunteer to answer questions
No fidgeting
No wandering around room
All students participating in assigned or selected activity

(None 1.2.3.4.5 All)

BILINGUAL ACTIVITIES

| | | Spn | Eng |
|---|---|---|---|
| STUDENT-STUDENT INTERACTION | Non- instructional | | |
| | Instructional | | |
| TEACHER-STUDENT INTERACTION | Non-instructional | | |
| | Instructional | | |
| STUDENT-TEACHER INTERACTION | Non-instructional | | |
| | Instructional | | |
| STUDENT-AIDE INTERACTION | Non-instructional | | |
| | Instructional | | |
| AIDE-STUDENT INTERACTION | Non-instructional | | |
| | Instructional | | |

## II. METHODS

A. Adequate preparation is made for classroom activities ...
1....2....3....4....5

Seating appropriate for activity
Materials prepared in advance
Materials needed readily available
Activity part of larger unit
Activity geared to student's abilities
Lesson plans evident
Any listening equipment set up
All students can see teacher
All students can hear teacher (16)
All students can see any materials necessary (e.g., blackboard, poster)
Students can get own materials
Teacher does not take instructional time to prepare materials
Teacher does not stop to figure out groups or activities
Material not too hard or easy for students
No groups distracting others
Students able to respond to activities

B. Teacher and students demonstrate flexibility and smoothness ...
1....2....3....4....5

Time restraints adjustable
Smooth transition between activities (9)
Students finish activities before starting others
Little confusion in switching activities
Little time lost switching activities
Students move quickly to new group or activity
Students are not required to fit strict schedule
Sufficient time allowed to complete activities
Sufficient activities available to fill time allowed

C. First-hand experiences are used in instructional activities ...
1....2....3....4....5

Field trips have been made or planned
Instructional activities include the five senses
Students learn through doing (3)
(Aquarium, terrarium, plants, nature displays available)

D. Appropriate writing activities are conducted...
1....2....3....4....5

Evidence of regular writing activities
Samples of student writing displayed (5)
Student papers on/in desks
Writing assignment(s) evident
Notebooks or folders of students' papers
Writing activities:
Stories? Spelling?
Themes? Workbooks?
Writing exercises? LSIR?

E. Appropriate oral language activities are conducted...
1....2....3....4....5

Introduction or discussion of vocabulary
Oral language development part of activities observed (3)
Reading and writing introduced by oral language activities
(Music used to develop oral language)
(Listening Center)

DESCRIBE:

F. Students are engaged in self-directed and/or self-selected activities...
1....2....3....4....5

MATERIALS:

Students working alone without constant guidance
Students allowed to choose activities
Students self-initiating upon early completion of tasks (6)
Students work without teacher supervision
Students work without interrupting teacher in other activities
Students work without asking teacher for activity directions

G. Approropriate grouping strategies are used...
1....2....3....4....5

COMMENTS:

Grouping used
Basis of grouping appropriate for activity
Size of grouping appropriate for activity (9)
Grouping strategy encourages student participation
Group not too large for teacher/aide to handle
Groups help keep students interested
Students in group do not get restless
Teacher/aide has control of group
Grouping allows for participation of all students

H. Appropriate questioning strategies are used...
1....2....3....4....5

Teacher accepts all possible answers
Teacher allows time for student to answer (9)
Teacher helps students verbalize
Positive reinforcement
Teacher frequently questions in instructional activities
Teacher encourages participation with questions
Teacher tries to get all students to respond
Teacher asks some open-ended questions
Teacher helps students discover answers

I. Teacher demonstrates awareness of student differences in experience backgrounds...
1....2....3....4....5

Examples from students' community backgrounds
Examples from students' home life
Students encouraged to contribute personal experiences
Teacher notes differences in students' backgrounds to increase awareness
(Teacher attempts to pronounce students' names correctly) (6)
Teacher pronounces students' names correctly
(Teacher attempts to use vernacular phrases correctly)
Teacher uses vernacular phrases correctly

DESCRIBE:

J. Examples and references to local cultures are apparent...
1....2....3....4....5

Classroom displays representative of students' ethnicity
Instructional activities incorporate local cultures (3)
References to students' culture or race

DESCRIBE:

164

# Appendix F

# INSTRUMENT REPORT

# TEACHER INTERVIEW FORM

| | |
|---|---|
| Date/Period of Administration: | Spring, 1974 |
| Population: | All Project Elementary Teachers |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

## DESCRIPTION OF TEACHER INTERVIEW FORM

### Number of administrations of the instrument

One

### Location of administration

In the classroom

### Problems with the measure or with the administration which might affect the validity of the measure

Same as for all self-report interview methods

### Training of the administrators

All helped in development of the instrument and discussed the administration in detail.

### Brief description of the instrument

Set of objective and open-ended questions concerning the Bilingual/Bicultural Project

### Rationale for the instrument

To obtain Project teachers' views on various aspects of the Bilingual/Bicultural Project and to supplement data collected by classroom observations

### Developer of the instrument

Staff of the Office of Evaluation

### Development of the instrument

Compilation of questions from Project staff and evaluation staff

### Standardization of the instrument

Procedure for administration of Interview Form was standardized; no norms were developed

### Reliability and validity of the instrument

No information available

# TEACHER INTERVIEWS

In the spring of 1974, the staff of the Office of Evaluation interviewed all teachers in Project elementary schools. The interviews were designed to collect data which was inaccessible through the classroom observation process and to record teachers' reactions to and opinions about the ESAA Bilingual/Bicultural Project's activities. The information gathered was intended for formative evaluation of the 73-74 Project and for needs assessment for the 74-75 Project.

The major conclusions relating to formative evaluation concern the low level of parental involvement, the infrequent use of units provided by the curriculum writers, and the relatively large proportion of instructional time given to Spanish.

The major conclusions relating to teachers' opinions concern their disappointments with the delayed delivery of materials, the lack of supervision by Project staff, and the beneficial effect upon students' attitudes from the emphasis placed on Spanish as an instructional language.

## Evaluation Questions

1. What percentage of instructional time is in Spanish and in English for students assigned to a bilingual or a team classroom?

2. What is the level of parental involvement in Project schools?

3. What percentage of the school day does a bilingual aide spend in each type of classroom, and in what activities does the aide engage?

4. Were the teachers provided with at least one unit by the curriculum writer and was this unit used in the classroom?

5. What is the greatest need in the Project classrooms?

6. What was the teachers' largest disappointment with the Bilingual/Bicultural Project?

7. What did teachers feel was the greatest benefit derived from the Bilingual/Bicultural Project?

## Procedure

All interviews were conducted in March and April of 1974 by staff from the Office of Evaluation. Allison Elementary School was chosen to begin because of conflicts in other schools. Teachers signed up for an interview at their convenience. This procedure caused the interviews to be spread out over several weeks and resulted in a plan to assign times to teachers in the other three schools. Inconvenient times were switched at the request of the teachers.

Upon completion of each interview at Allison, the teacher was asked whether she preferred being interviewed or filling out a questionnaire. Eighty percent responded in favor of the interview. Therefore the remaining three schools were scheduled and teachers were interviewed as before in their classrooms for ten to twenty minutes.

## Interview Form

Six areas were identified on the interview form.

1. Basic information about the teacher and classroom (e.g. years teaching).
2. Percent of instruction in Spanish and English received by students primarily assigned to the teacher.
3. Parental involvement.
4. Activities and availability of the bilingual aide.
5. Materials provided by the Curriculum Writer.
6. Teacher comments and opinions about the Bilingual/Bicultural Project.

Responses to items from areas 1-5 were coded objectively (with one exception). Area six was inquired about through open-ended questions to prevent any channeling of responses by the interviewer. The interview form is Attachment I of this report.

## Results

A look at the years of teaching experience (including 73-74) reported in Table 1 reveals that bilingual and team teachers have had fewer years of teaching experience than the monolingual teachers and that Palm Elementary's teachers are much more experienced than those in other Project schools.

AVERAGE YEARS TEACHING EXPERIENCE
FOR TEACHER IN BILINGUAL/BICULTURAL PROJECT ELEMENTARY SCHOOLS
Table 1

| | Bilingual | Team | Mono-lingual | Overall School Average |
|---|---|---|---|---|
| Allison | 3.5 | 6.0 | 7.3 | 5.6 |
| Govalle | 5.8 | 1.2 | 6.0 | 4.3 |
| Metz | 5.3 | 3.0 | 7.3 | 5.2 |
| Palm | 13.1 | 10.0 | 16.2 | 13.1 |
| Mean | 6.9 | 5.1 | 9.2 | 7.05 |

Table 2 shows the percentage of instruction in Spanish and in English which students primarily assigned to each of the three types of classrooms received. Students whose primary teacher was conducting the bilingual classroom received about an even amount of instruction in Spanish and in English. Students whose primary teacher was conducting the team classroom received about 77% of their instruction in English and 23% in Spanish. Thus, students in bilingual classes received approximately twice as much instruction in Spanish as those students in the team classrooms.

Table 3 breaks these percentages down for each grade level, revealing distinct differences between the large amount of Spanish instruction in grades K-3 and the smaller amount in grades 4 and 5.

Overall the frequency of classroom visits by parents as shown in Table 4 averages to about one parent visit in school per month per classroom. Table 5 presents the number of conferences held with parents in school for various reasons. These conferences average about one parental conference per student per year, with the great majority of the conferences being for progress reports associated with regular grading periods.

Data reported in Table 6 indicate that bilingual teachers had the service of a bilingual aide about 78% of the school day, team teachers under 54% of the day. Approximately half of the aides' time, according to the teachers' estimates, was spent in instructional reinforcement, with making materials occupying most of the remaining time.

Almost all of the bilingual teachers (93%) reported receiving at least one unit from the Curriculum Writer at his/her school. Of the team teachers, 72% received a unit; and of the monolingual teachers, 61% received at least one. However, the percentages of teachers who reported actually using at least one unit furnished by the Curriculum Writer are much lower. Overall, only about half of the teachers, 62% of the bilingual, 44% of the team, and 50% of the monolingual, used at least one unit in their classrooms. See Table 7.

The responses to the open-ended questions are reproduced in their entirety in Attachment II so that the Project staff may have the benefit of each individual comment in planning activities for the 74-75 Project. There was a consistency of content in the responses made to most of these open-ended questions. Summaries for each follow.

The majority of teachers planned daily with the aide; however, most of the planning responsibility was assumed by the teacher and duties assigned to and discussed with the aide.

When asked what were the three greatest needs in their classrooms, teachers mentioned materials most frequently and more parental involvement and smaller classes often. Monolingual teachers frequently mentioned a need for more help by aides.

Table 2

## PERCENTAGE OF INSTRUCTION IN SPANISH AND ENGLISH

| SCHOOL | TYPE OF CLASSROOM n = # OF TEACHERS | MEAN PERCENTAGES | |
|---|---|---|---|
| | | WHAT % OF THE INSTRUCTION YOUR STUDENTS RECEIVE IS IN SPANISH? | WHAT % OF THE INSTRUCTION YOUR STUDENTS RECEIVE IS IN ENGLISH? |
| Allison | Bilingual<br>n = 8 | 45.63 | 54.38 |
| | Team<br>n = 7 | 21.43 | 78.57 |
| | Monolingual<br>n = 17 | 0.00 | 100.00 |
| Govalle | Bilingual<br>n = 9 | 44.44 | 55.56 |
| | Team<br>n = 4 | 15.50 | 84.50 |
| | Monolingual<br>n = 22 | 0.00 | 100.00 |
| Metz | Bilingual<br>n = 6 | 43.50 | 56.50 |
| | Team<br>n = 2 | 27.50 | 72.50 |
| | Monolingual<br>n = 16 | 0.00 | 100.00 |
| Palm | Bilingual<br>n = 6 | 57.17 | 42.83 |
| | Team<br>n = 5 | 30.80 | 69.20 |
| | Monolingual<br>n = 7 | 0.00 | 100.00 |
| All Schools | Bilingual<br>n = 29 | 47.20 | 52.80 |
| | Team<br>n = 18 | 23.39 | 76.61 |
| | Monolingual<br>n = 62 | 0.00 | 100.00 |

Table 3

## PERCENTAGE OF INSTRUCTION IN SPANISH AND ENGLISH BY GRADE LEVELS

Percentage of Instruction in Spanish and English

| Grade Level | Bilingual | | Team | |
|---|---|---|---|---|
| | Spn. | Eng. | Spn. | Eng. |
| K | 51% | 49% | 13% | 87% |
| 1 | 64% | 36% | 34% | 66% |
| 2 | 56% | 44% | 42% | 58% |
| 3 | 43% | 57% | 18% | 82% |
| 4 | 19% | 81% | 24% | 76% |
| 5 | 26% | 74% | 9% | 91% |

## Table 4

## PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES

| SCHOOL | TYPE OF CLASSROOM n = # OF TEACHERS | MEAN RESPONSES | | | |
|---|---|---|---|---|---|
| | | HOW MANY TIMES HAS A PARENT VISITED IN YOUR CLASSROOM? | HOW MANY PARENTS WORK VOLUNTARILY IN YOUR CLASSROOM ON A REGULAR BASIS? | HOW MANY TIMES HAVE YOU VISITED THE HOME OF ONE OF YOUR STUDENTS? | HOW MANY DIFFERENT HOMES HAVE YOU VISITED? |
| Allison | Bilingual n = 8 | 4.75 | 0.13 | 0.00 | 0.00 |
| | Team n = 7 | 4.71 | 0.29 | 1.14 | 1.14 |
| | Monolingual n = 17 | 2.88 | 0.12 | 0.29 | 0.29 |
| ovalle | Bilingual n = 9 | 12.44 | 0.44 | 2.00 | 2.00 |
| | Team n = 4 | 3.00 | 0.50 | 0.25 | 0.75 |
| | Monolingual n = 22 | 12.18 | 0.45 | 4.00 | 3.32 |
| etz | Bilingual n = 6 | 2.83 | 0.00 | 0.00 | 0.00 |
| | Team n = 2 | 4.00 | 0.00 | 0.50 | 0.50 |
| | Monolingual n = 16 | 5.00 | 0.00 | 0.94 | 0.81 |
| lm | Bilingual n = 6 | 7.83 | 0.17 | 0.33 | 0.33 |
| | Team n = 5 | 3.20 | 0.20 | 0.60 | 0.60 |
| | Monolingual n = 7 | 3.00 | 0.14 | 0.29 | 0.29 |
| l hools | Bilingual n = 29 | 7.38 | 0.21 | 0.69 | 0.69 |
| | Team n = 18 | 3.83 | 0.28 | 0.72 | 0.83 |
| | Monolingual n = 62 | 6.74 | 0.21 | 1.77 | 1.50 |

## Table 5

## PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES

| SCHOOL | TYPE OF CLASSROOM n = # OF TEACHERS | MEAN RESPONSES | | | | |
|---|---|---|---|---|---|---|
| | | HOW MANY CONFERENCES IN SCHOOL HAVE YOU HAD WITH PARENTS FOR . . . | | | | |
| | | ACADEMIC PROBLEMS? | DISCIPLINE PROBLEMS? | INTEREST AND INFORMATION? | PROGRESS REPORT? | TOTAL |
| Allison | Bilingual n = 8 | 1.13 | 0.88 | 2.25 | 16.38 | 20.50 |
| | Team n = 7 | 1.14 | 0.71 | 0.29 | 15.14 | 17.29 |
| | Monolingual n = 17 | 0.76 | 0.94 | 1.47 | 10.53 | 14.59 |
| Govalle | Bilingual n = 9 | 0.56 | 1.89 | 3.78 | 26.89 | 33.11 |
| | Team n = 4 | 1.50 | 1.00 | 9.75 | 8.75 | 21.00 |
| | Monolingual n = 22 | 2.36 | 2.59 | 4.09 | 22.36 | 31.41 |
| Metz | Bilingual n = 6 | 2.33 | 0.83 | 2.67 | 12.67 | 18.67 |
| | Team n = 2 | 3.00 | 4.00 | 0.00 | 21.50 | 28.50 |
| | Monolingual n = 16 | 1.31 | 1.56 | 2.56 | 17.91 | 17.13 |
| Palm | Bilingual n = 6 | 0.83 | 1.33 | 1.83 | 17.33 | 21.33 |
| | Team n = 5 | 0.80 | 0.00 | 0.00 | 14.11 | 12.80 |
| | Monolingual n = 7 | 4.29 | 1.57 | 2.57 | 15.00 | 21.71 |
| All Schools | Bilingual n = 29 | 1.14 | 1.28 | 2.72 | 19.07 | 24.21 |
| | Team n = 18 | 1.33 | 0.94 | 2.28 | 14.14 | 18.11 |
| | Monolingual n = 62 | 1.87 | 1.76 | 2.81 | 17.14 | 22.02 |

Table 6

## ACTIVITIES OF THE BILINGUAL AIDE

| SCHOOL | TYPE OF CLASSROOM n = # OF TEACHERS | MEAN PERCENTAGES | | | | | |
|---|---|---|---|---|---|---|---|
| | | WHAT % OF THE SCHOOL DAY DO YOU HAVE THE SERVICES OF A BILINGUAL AIDE? | WHAT % OF SCHOOL TIME DOES YOUR BILINGUAL AIDE SPEND ON . . . | | | | |
| | | | INSTRUCTIONAL REINFORCEMENT? | MAKING MATERIALS FOR INSTRUCTION? | MAKING MATERIALS FOR DISPLAY? | CLERICAL DUTIES | OTHER DUTIES? |
| Allison | Bilingual n = 8 | 68.75 | 49.88 | 15.38 | 13.25 | 17.63 | 3.75 |
| | Team n = 7 | 64.29 | 45.71 | 25.71 | 12.14 | 16.43 | 0.00 |
| | Monolingual n = 17 | 7.18 | 17.50 | 40.00 | 18.75 | 12.50 | 11.25 |
| Govalle | Bilingual n = 9 | 64.11 | 52.50 | 21.25 | 14.38 | 11.25 | 0.63 |
| | Team n = 4 | 45.00 | 40.00 | 25.00 | 15.00 | 10.00 | 10.00 |
| | Monolingual n = 22 | 0.45 | 50.00 | 0.00 | 0.00 | 0.00 | 50.00 |
| Metz | Bilingual n = 6 | 100.00 | 53.17 | 15.50 | 12.00 | 15.17 | 4.17 |
| | Team n = 2 | 25.00 | 65.00 | 23.00 | 0.00 | 10.00 | 2.00 |
| | Monolingual n = 16 | 3.13 | 90.00 | 0.00 | 0.00 | 10.00 | 0.00 |
| Palm | Bilingual n = 6 | 83.33 | 64.17 | 12.33 | 13.00 | 10.50 | 0.00 |
| | Team n = 5 | 60.00 | 70.00 | 18.75 | 7.50 | 3.75 | 0.00 |
| | Monolingual n = 7 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Schools | Bilingual n = 29 | 76.79 | 54.33 | 16.60 | 13.29 | 13.67 | 2.09 |
| | Team n = 18 | 54.45 | 53.33 | 23.32 | 10.14 | 10.76 | 2.44 |
| | Monolingual n = 62 | 2.94 | 51.59 | 12.36 | 5.80 | 6.77 | 23.48 |

## Table 7

## PERCENTAGE OF TEACHERS RECEIVING/USING UNITS FROM THE CURRICULUM WRITERS

| SCHOOL | TYPE OF CLASSROOM n = # OF TEACHERS | HAVE YOU RECEIVED ANY MATERIALS OR TEACHING UNITS FROM THE CURRICULUM WRITER? | HAVE YOU USED A UNIT PROVIDED BY THE CURRICULUM WRITER? |
|---|---|---|---|
| Allison | Bilingual n = 8 | 7 (88) | 3 (38) |
| | Team n = 7 | 5 (71) | 4 (57) |
| | Monolingual n = 17 | 7 (41) | 3 (18) |
| Govalle | Bilingual n = 9 | 8 (89) | 4 (44) |
| | Team n = 4 | 3 (75) | 2 (50) |
| | Monolingual n = 22 | 14 (64) | 13 (59) |
| Metz | Bilingual n = 6 | 6 (100) | 6 (100) |
| | Team n = 2 | 1 (50) | 0 (0) |
| | Monolingual n = 16 | 12 (75) | 11 (69) |
| Palm | Bilingual n = 6 | 6 (100) | 5 (83) |
| | Team n = 5 | 4 (80) | 2 (40) |
| | Monolingual n = 7 | 5 (71) | 4 (57) |
| All Schools | Bilingual n = 29 | 27 (93) | 18 (62) |
| | Team n = 18 | 13 (72) | 8 (44) |
| | Monolingual n = 62 | 38 (61 | 31 (50) |

When asked what was the most beneficial effect of the Bilingual/Bicultural Project in their classrooms, the most frequent response was that the children have become more aware and proud of their language, culture and heritage. The second most frequent response was "nothing."

When asked what was their biggest disappointment with the Bilingual/Bicultural Project, the most frequent responses, in order of their frequencies, were "lack of administrative guidance," "non-inclusion of monolingual teachers in the Project," and "lack of materials."

The areas most often mentioned as needs for inservice training are bicultural activities and making of materials.

## Conclusions

In answer to the first evaluation question, data reported here indicate that a student assigned to a bilingual teacher would have received approximately half of his instruction in Spanish and twice as much Spanish instruction as a student in a team classroom. Students in grades 4 and 5 would have received less Spanish instruction than those in the lower grades.

The second evaluation question can be answered by stating that the level of parental involvement is low, as evidenced by little parent-teacher contact except in conferences related to required progress reports.

The third evaluation question asked how much of the school day each type of classroom has the services of an aide and in what activities the aide engages. On the average, bilingual classrooms had the services of an aide for about 3/4 of the day; whereas, the team classrooms had an aide about half the day. In both types of classrooms, the aide spent the majority of the time in instructional reinforcement.

The Curriculum Writers, as of March and April, had not furnished the Project teachers with units which had been used in more than half the classrooms. This must be considered very low in light of the teachers' frequent mention of the lack of bilingual materials.

In summarizing teacher comments, several needs can be identified as high priority for the 74-75 Project to address.

1. Bilingual teachers feel that there is a need for more materials around which to build their bilingual instructional activities.

2. Project Teachers feel a need for more help in increasing the extent of parental involvement in Project activities.

3. Monolingual teachers desire the services of a teacher aide.

4. Project teachers feel a need for more guidance from the Project staff.

5. Monolingual teachers would like to be more a part of the Project.
6. Project teachers would like more inservice training in the area of bicultural activities.
7. A strong recommendation is warranted here that curriculum writers concentrate much more effort toward providing teachers with the type of teaching units which they will use in their classrooms. The curriculum writers should reorder their priorities for meeting more of the immediate instructional needs of Project teachers.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation

## TEACHER INTERVIEW

_____ 1. School
_____ 2. Grade K=0 1=1 etc.
_____ 3. Years taught (include this year) 01-99
_____ 4. Degrees: BS=1 MS=2
_____ 5. Type of classroom: 1=English 2=Bilingual 3=Team
if 5 is 2, 3, then answer 6 - 12

---

For the students in your class -
_____ 6. Percent of instruction in Spanish: 000-100
_____ 7. Percent of instruction in English: 000-100

Areas taught in Spanish: 0=no 1=yes 2= both English and Spanish
_____ 8. Oral Language Development
_____ 9. Reading
_____ 10. Social Studies
_____ 11. Math
_____ 12. Science

---

_____ 13. How many times has a parent visited in your classroom? 00-99
_____ 14. How many parents work voluntarily in your classroom on a regular basis? 00-99
C. What activities: __________________________________
__________________________________

_____ 15a. How many times have you visited the home of one of your students this school year? 00-99
_____ 15b. How many different homes have you visited? 00-99

How many conferences in school have you had with parents for. . . 00-99
_____ 16. Academic problems
_____ 17. Discipline problems
_____ 18. Interest and information
_____ 19. Progress report, other: __________________________________
__________________________________

_____ 20. Total of lines 16-19
_____ 21. What percentage of each school day do you have the services of a bilingual-aide? 000-100

What percent of school time does your bilingual-aide spend on . . . ? 000-100

___ 22. Instructional reinforcement

______ 23. Making materials for instruction

______ 24. Making materials for display

______ 25. Clerical duties, example: grading, dittoing, etc.

______ 26. Other: ________________________________________

________________________________________________________

______ 27. Have you received any materials or teaching units from the curriculum writer? 0=no 1=yes

______ 28. Have you used in your classroom a unit provided by the curriculum writer? 0=no 1=yes

C. How do you and the bilingual aide plan? How often?

________________________________________________________

________________________________________________________

C. What are the three greatest needs in your classroom?

1. __________________________
2. __________________________
3. __________________________

C. What has been the most beneficial effect of the Bilingual/Bicultural Project in your classroom?

________________________________________________________

________________________________________________________

C. What has been your biggest disappointment with the Bilingual/Bicultural Project? ____________________

____________________________________________________

________________________________________________________

C. In what areas would you like to receive more inservice training? ________________________________

________________________________________________________

________________________________________________________

C. Do you have any other comments about the Bilingual/Bicultural Project which you would like to make?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

## TEACHER INTERVIEW COMMENTS

ATTACHMENT II

### HOW DO YOU AND THE BILINGUAL AIDE PLAN? HOW OFTEN?

Allison Elementary School

Bilingual Teachers' Comments

1. Plan once a week and discuss at end of day what went on. Aide is either in charge of group or activity planned by teacher.
2. Three times a week. Together make plans. Aide in charge of group.
3. Once a week planning. Reports on group, aide reports progress and teacher directs new methods.
4. Plan ahead of time what will be covering, guide aide to occasionally teach on her own; two or three times per week.
5. Day to day.
6. After school about once a week.
7. Sets outline for aide to follow. Every day right before class.
8. Shows aide plans and schedule; no regular schedule time.

Team Teachers' Comments

9. Every afternoon.
10. Daily.
11. Every day for next day.
12. Every day works with all groups reinforcing teacher direction.
13. Every day she is there.
14. Will go over plans with her.
15. In the morning, talk about plans (8:00-8:30); unstructured.

Monolingual Teachers' Comments

16. Every evening, gives aide idea and asks aide to implement her own ideas, too.
17. No planning--office aide.
18. Not applicable.
19. Not applicable.
20. Not applicable.
21. Not applicable.
22. Not applicable.
23. Not applicable.
24. Not applicable.
25. Not applicable.
26. Not applicable.
27. Not applicable.
28. Planning with aide--gives aide their specialties whenever get one--morning.
29. Not applicable.
30. Plans for aide.
31. Not applicable.
32. Not applicable.

Govalle Elementary School

Bilingual Teachers' Comments

1. Each Thursday and Friday to talk about oral language class and art for next week.
2. Not very well--once a week. Do not usually communicate very well.
3. Sit down and talk; once a week.
4. Daily planning. Goes from group to group and works with individuals.
5. Plan at beginning and end of week.
6. Teacher cannot always meet with aide, leaves assignments on designated table, teacher plans with aide when possible during the week. Teacher makes schedule for aide.
7. Teacher tells aide plans in the morning before class, every day.

8. Every day.
9. We discuss students' contracts on a weekly basis.

Team Teachers' Comments

10. Guiding to needs of the children. Day to day.
11. Never plan.
12. None.
13. Tells aide what to do, about two or three times per week.

Monolingual Teachers' Comments

14. Teacher plans all. Tells aide after one day for next time.
15. Not applicable.
16. Not applicable.
17. Not applicable.
18. Not applicable.
19. Not applicable.
20. Not applicable.
21. Not applicable.
22. Not applicable.
23. Not applicable.
24. Not applicable.
25. Not applicable.
26. Not applicable.
27. Not applicable.
28. Not applicable.
29. Not applicable.
30. Not applicable.
31. Not applicable.
32. Not applicable.
33. Not applicable.
34. Not applicable.
35. Not applicable.

Metz Elementary School

Bilingual Teachers' Comments

1. Sit and discuss unit for next day, each day.
2. Tells her how to do new things, meet every day after school to discuss what is going to be done the next day or even the next week.
3. Once a week on Friday, go over plans for following week. Aide takes over several reading groups.
4. Daily. Gives aide idea or aide gives own opinion on how to do things.
5. Confer before, after, and during school. Five times a day.
6. Every day, before and after, all day talk about days work.

Team Teachers' Comments

7. Teacher and aide talk before and after school in reference to an assigned group of students. Once a week (for 30 minutes).
8. Not applicable.

Monolingual Teachers' Comments

9. Not applicable.
10. Not applicable.
11. Not applicable.
12. Not applicable.
13. Not applicable.
14. Not applicable.
15. Not applicable.
16. Not applicable.
17. Not applicable.
18. Not applicable.

19. Not applicable.
20. Not applicable.
21. Not applicable.
22. Not applicable.
23. Not applicable.
24. After-school session. Teacher has plan, talks about problems, tells aide what to do.

### Palm Elementary School

#### Bilingual Teachers' Comments

1. Once a week; lessons are prepared in the book, we look over them and discuss, and adapt.
2. The two meet to exchange opinions of what is needed, reasses needs, and make a decision for next week. (Once a week.)
3. We schedule our reading group for the week.
4. Once a week or whenever necessary. Works supplementing 2 special ed. students as well as others.
5. In the morning and when the teacher and aide are not busy, in the afternoon again.
6. Tells the aide what to do once a week.

#### Team Teachers' Comments

7. Three times a week.
8. Teacher plans aide's lesson on Friday, workes them out, and discusses with her. Once a week.
9. Daily planning.
10. Not applicable.
11. Every day planning. Reinforcing small groups.

#### Monolingual Teachers' Comments

12. Not applicable.
13. Not applicable.
14. Not applicable.
15. Not applicable.
16. Not applicable.
17. Not applicable.
18. Not applicable.

## WHAT ARE THE THREE GREATEST NEEDS IN YOUR CLASSROOM?

### Allison Elementary School

#### Bilingual Teachers' Comments

1. a. More space.
   b. Materials for individualization.
   c. More kindergarten materials.
2. a. Teaching materials.
   b. Physical environment.
   c. More Bilingual ready-made materials.
3. a. Spanish reading, math, science, writing materials.
   b. Manipulative materials (toys, games, etc.).
   c. Audio visual, listening materials.
4. a. Materials.
   b. My own aide.
5. a. Materials (laminating film).
   b. Workbooks (basal complements).

6. a. Materials (instructional).
   b. Oral language.
7. a. Reading workbooks because kids have to pay themselves.
   b. Paper shortage causes need for paper.
   c. Training from Bilingual co-ordinators.
8. a. Units, curriculum-culture.
   b. Kits in *Preparándose Para Leer*, SRA in Spanish.
   c. English-Spanish dictionary.

Team Teachers' Comments

9. a. Smaller class--less students.
   b. Oral language--set of tapes and records with listening stations.
   c. Region XIII pertaining to Blacks.
10. a. More money for consumables.
    b. Workbooks (cultural) to make games (several copies).
    c. More teachers (not supervisors).
11. a. More aides in reading and math.
12. a. Curriculum in oral English instruction.
    b. More information on culture (Black and Mexican American).
    c. More materials.
13. a. Materials for individualization.
    b. Relief from clerical work.
14. a. Materials appropriate to students' level.
    b. Lower ratio (present 22 is great).
    c. Extra materials for making centers--duplicating materials.
15. a. Materials.
    b. Social studies material at different levels so we won't teach next year what the kids have already had.
    c. Aide training--typing, instruction.

Monolingual Teachers' Comments

16. a. More teacher-made instructional materials.
    b. More time to make these things.
17. a. Aides.
    b. Materials (reading).
    c. Games (math, reading, etc.).
18. a. Parental involvement and interest.
    b. More individualized instruction--no time for it, especially without an aide.
    c. More materials.
19. a. An aide.
    b. More listening materials--tapes, records to use without teacher assistance.
    c. More parents positively involved.
20. a. More teachers.
    b. More information on bicultural aspect.
    c. Parental help at home.
21. a. Teacher aide.
    b. More audio-visual aids.
    c. More materials.
22. a. Aide for low group.
    b. Extra paid time to make things.
    c. More parent involvement.
23. a. Materials, i.e., skill boxes, etc.
    b. Instructional posters.
    c. Teacher's aide.

24. a. More materials.
b. Aide.
c. Parent involvement.
25. a. Activity games.
b. More materials for kids to work with.
c. More supplementary books.
26. a. Teacher aide.
b. Listening station.
c. Enough books for all children.
27. a. Smaller number of students.
b. More materials, i.e., books in Spanish.
c. Have aide more often.
28. a. A functional aide more often.
b. Materials.
c. Time.
29. a. Materials (workbooks, teaching supplies).
b. Games.
c. Teacher's aide.
30. a. An aide.
b. More materials.
c. Better discipline methods.
31. a. Learning games.
b. Materials.
c. Equipment.
32. a. More materials.
b. Teacher's aide.
c. More materials for lower level.

Govalle Elementary School

Bilingual Teachers' Comments

1. a. Training in teaching Spanish reading.
b. Materials for teaching Spanish reading.
2. a. A competent, trained bilingual aide.
b. Materials.
3. a. Better reading techniques.
b. More individual instruction for pupils.
c. Social studies material relevant to the community.
4. a. Materials (instructional).
b. Diagnostic instruments.
c. Extra furniture (dividers, shelves, round tables, etc.).
5. a. More games.
b. More pictures.
c. Units for language master.
6. a. Space.
b. Co-operating monolingual teacher needs to be given more training for the team effort; both teachers need more inservices.
c. Better planned units for each grade level, especially science. Also, more units provided.
7. a. Help with discipline problems.
b. Space.
c. Furniture--shelves, tables.
8. a. Not applicable.
9. a. More materials.
b. Less students.
c. Better textbooks oriented to their culture.

## Team Teachers' Comments

10. a. Language-dominance test in August.
    b. Materials or supplies in order to individualize instruction.
    c. Inservices from other bilingual programs in the area.
11. a. More materials.
    b. More help (aide more of the time).
12. a. More help (teacher's aide).
    b. Money for materials.
    c. More space.
13. a. Money for materials.
    b. Room--toocrowded.

## Monolingual Teachers' Comments

14. a. More manipulative materials.
    b. More time to deal with emotional welfare of children.
15. a. More materials and information on the bicultural aspect.
16. a. More materials.
    b. More cultural materials.
    c. More money for extra things in class.
17. a. Teacher's aide
    b. Rug for floor.
18. a. An aide.
    b. Materials for teaching bilingual children.
    c. Interest and concern of parents.
19. a. More shelving--contract stand.
    b. More dividers from centers.
    c. More furniture.
20. a. More materials (number charts, manuals, etc.).
    b. Round tables.
    c. More supplemental readers.
21. a. An aide.
    b. More audio-visual materials.
    c. Different furniture.
22. a. Less students.
    b. More materials/supplies.
    c. Round tables instead of desks.
23. a. Materials and equipment, especially audio-visual type.
    b. An aide (teacher has noticed the value of aides in other classrooms).
    c. Supplies--games, paper, charts, etc.
24. a. More individual help.
    b. Extra workbooks, more materials, etc.
    c. Divisions and partition for room.
25. a. A full-time aide.
    b. More room.
    c. A walk-way going to the building.
26. a. More materials.
    b. Aide.
27. a. Aide or student teacher.
    b. More educational materials readily available.
    c. More money.
28. a. More time to plan.
    b. Better behavior.
    c. More books.
29. a. Volunteer help.

30. a. An aide (another person).
    b. Easier access to audio-visual aids.
    c. Greater parent interest.
31. a. Enough textbooks for each child--all subjects.
    b. An aide (salaried).
    c. Games and materials for learning centers (art, manipulatory items).
32. a. Audio equipment.
    b. Literature, literary material.
    c. A set curriculum for Spanish or bilingual teaching.
33. a. More room.
    b. More materials (visual aids, textbooks, media in general).
    c. Discipline standards.
34. a. Materials.
    b. Fewer kids.
    c. Aide or parent helping.
35. a. Have team teaching situation set up so both classes are close to each other.
    b. Not to have emotionally disturbed child in room.
    c. Storage space for materials.

## Metz Elementary School

### Bilingual Teachers'Comments

1. a. Stories in Spanish.
    b. Laminating paper.
    c. Spanish filmstrips and records.
2. a. More ready-made materials.
    b. T.V.
    c. More supplies--i.e., pencils, paper, etc.
3. a. More bilingual books relevant to students' background.
    b. filmstrips and games in Spanish (oral language materials).
    c. Chart work in Spanish.
4. a. Fewer children in class.
    b. Own equipment--not have to check it out.
    c. Teachers given more time to plan at school.
5. a. Less children.
    b. More instructional ideas.
    c. More materials for use in specific teaching.
6. a. Materials.

### Team Teachers' Comments

7. a. An enthusiastic bilingual aide with initiative.
    b. Language arts materials--games, kits, any activity type.
    c. Smaller teacher-pupil ratio (to facilitate English and reading), or more time.
8. a. Fewer children.
    b. Full-time capable aide.
    c. Materials (games, paper, everything).

### Monolingual Teachers' Comments

9. a. Word attack skills.
    b. Better understanding of the readiness concepts in English.
    c. Units teacher can use for their level.
10. a. Oral Spanish for teacher.
    b. Students seem shy to speak Spanish--need more confidence about culture.
    c. Parents to read stories in Spanish.
11. a. More planning time.
    b. More parent involvement.
    c. More aides.

12. a. An aide.
b. Filmstrip projector.
c. More visual aide games/materials.
13. a. More help (adults).
b. More planning time.
c. More training in reading for these children.
14. a. Phonics--instruction and materials.
b. Space.
c. Audio-visual materials locked in this classroom--film projector, etc.
15. a. Bicultural activities.
b. Carrascolendas.
16. a. Cassette tape recorder.
b. Yarn and other art materials.
c. Attractive instructional visual aids.
17. a. Help to take care of individual needs of the children.
b. Wide variety of materials for library and media center.
18. a. Bulletin board space to display work.
b. More space for learning or experience areas (has smallest classroom in school).
c. Sink and laboratory facilities.
19. a. More materials on Spanish culture.
b. Extra reading books.
20. a. Materials--bicultural and other.
b. An aide to make materials.
c. Filmstrips.
21. a. Bilingual teaching aides--bilingual teachers get them all.
b. Another aide.
c. Bilingual games.
22. a. More help--an aide.
b. Materials.
c. Equipment.
23. a. 22-1 pupil ratio.
b. Another special educator at her dispense.
c. Equipment.
24. a. Smaller amount of children.
b. More resource teachers.
c. Learning disability games to diagnose learning needs.

Palm Elementary School

Bilingual Teachers' Comments
1. a. Materials--games.
b. Screen for filmstrips.
2. a. No time for 3 slow learners in math and reading--teaching disabled kids.
b. Reading and math games.
c. Audio-visual materials.
3. a. Instructional games.
4. a. More planning time.
b. More supplementary aids in reading and math.
c. Supplementary text books.
5. a. Materials to enrich work in basals, notable vocabulary, besides workbooks.
b. Big dictionaries (4 more).
c. Individual packets of work to reinforce activities in workbook.
6. a. Full-time bilingual aide.
b. More on grade-level bilingual materials.
c. More audio-visual materials.

Team Teachers' Comments

7. a. Fewer kids.
8. a. Manipulative materials for math and reading.
    b. Workbooks that go with textbooks; e.g., Elementary School Mathematics.
    c. Visual aids to reinforce vocabulary, phonics.
9. a. Smaller classroom.
    b. Better facilities.
    c. More aides.
10. a. More time to teach.
    b. Visual aids, instructional materials, and machines.
    c. Pre-primer readers for low students.
11. a. Art materials.
    b. Own language master and cards.
    c. Low level, high interest materials.

Monolingual Teachers' Comments

12. a. More bicultural materials.
    b. Information about Mexican-American culture.
13. a. Being able to team teach with another second grade class.
    b. Smaller classes.
14. a. Students who listen.
    b. Art supplies.
15. a. Space.
    b. Textbooks for students' instructional level.
    c. Place and time for audio-visual materials.
16. a. More materials.
    b. More help with aide.
    c. Materials to diagnose student progress.
17. a. New classroom.
    b. Art supplies (paper, etc.).
    c. Furniture.
18. a. More time for reading.

WHAT HAS BEEN THE MOST BENEFICIAL EFFECT OF THE BILINGUAL/BICULTURAL PROJECT IN YOUR CLASSROOM?

Allison Elementary School

Bilingual Teachers' Comments

1. Children are enjoying class more.
2. Self-concept of child.
3. Added verbalization, awareness of language, and self-identity of students.
4. Children have become proud of their culture, better self-concept.
5. None.
6. Understanding Mexican culture.
7. Whole idea of getting across Mexican American culture.
8. Helping children gain more respect for the Mexican American and Black.

Team Teachers' Comments

9. None.
10. Improving childrens' self-image. Bilingualism--free to talk.
11. None.
12. Self-concept of the child has been improved.
13. Aide.
14. Not operating long enough to see--wish to see bilingual reading continued through 4th grade. Is stressing Spanish and Black culture (pride in heritage).

15. Awareness in children of culture--Black history.

Monolingual Teachers' Comments

16. Brought in cultural awareness.
17. None.
18. Becoming more aware of different cultures.
19. None.
20. None.
21. Provided initiative to dig into culture and customs.
22. Awareness of culture being brought into classroom.
23. Children are able to mingle together; more homogeneity.
24. None.
25. Awareness of Black students.
26. Children not afraid to speak Spanish in classroom.
27. Spanish-speaking children feel closer to teacher because of her speaking Spanish and using Mexican American references.
28. None.
29. Has gotten teachers and children enthused.
30. None.
31. Children beginning to appreciate their heritage.
32. Bilingual/Bicultural workshop was helpful and suggested materials (that were used); observation of Zavala classroom.

Govalle Elementary School

Bilingual Teachers' Comments

1. Good psychological effect on children.
2. None.
3. Having an aide in the classroom.
4. Project itself has had no effect. Teacher able to speak Spanish but not given any guidelines.
5. Children speaking a lot more Spanish and being more comfortable about it. Great amount of supplies.
6. Awareness of cultural and vocabulary skills especially in learning new words in one language that were known in the other.
7. Kids becoming aware of the Spanish language--its acceptability, and that they can master it.
8. Children have become more aware of culture.
9. The children have learned to appreciate their own culture.

Team Teachers' Comments

10. All of teacher's students are receiving Spanish instruction either in reading or oral Spanish.
11. None.
12. None.
13. Children are speaking Spanish to each other more and are proud when they are reading Spanish.

Monolingual Teachers' Comments

14. None.
15. Ideas and materials from curriculum writer.
16. None.
17. Bicultural materials have been most helpful especially in their information on where to get things.
18. None.
19. None.

20. None.
21. Students enjoy program on T.V.
22. None.
23. No comment.
24. Children have become aware of bicultural aspect and have been bringing it more into class.
25. Have not been involved in the program.
26. None.
27. None.
28. None.
29. None.
30. None.
31. None.
32. It teaches Spanish.
33. None.
34. Children becoming more aware of Black and Mexican American culture. Curriculum writer.
35. None. Has not helped kids or teacher any.

Metz Elementary School

Bilingual Teachers' Comments
1. Spanish is students' language and that is where we start--easier for them. Having observers has made me more aware of what I am doing.
2. The class has become aware of how important it is to know Spanish as well as English.
3. Cultural awareness--children more able to see they have a place in society and more able to relate.
4. Things given and arranged for teachers--field trips, materials, etc.
5. Children are gaining awareness of their culture and language.
6. Idea is good but must provide some materials.

Team Teachers' Comments
7. None.
8. For those capable of handling 2 languages, more confident in correct Mexican (South American) Spanish.

Monolingual Teachers' Comments
9. Children have a better understanding of the music of their culture.
10. Music and dance.
11. Gives students a more positive self-image as Mexican Americans.
12. None.
13. None.
14. No comment.
15. None.
16. Cannot say that it has had an effect because teacher has not given kids enough bilingual or bicultural aspects since the project has not given teacher enough materials.
17. None.
18. None.
19. None.
20. No comment.
21. Curriculum Writer's units on holidays made everyone aware--food they eat unit.
22. The bicultural units provided by the curriculum writer the first semester.
23. None.
24. Materials available, child has better self-image, aide gives someone to rely on.

### Palm Elementary School

Bilingual Teachers' Comments

1. Aide.
2. The help of the aide--kids get more individual attention.
3. The audio-visual equipment and children becoming aware of their culture.
4. Students have more positive feelings about being Mexican and about speaking Spanish.
5. Without the aide, it would have been impossible. The effect of the project should carry over fairly well.
6. Has promoted a better feeling about the language and culture among the children.

Team Teachers' Comments

7. None.
8. The presence of the aide.
9. Bilingual aspect of project has had no effect.
10. Receiving instructional materials.
11. Aide has helped. Audio-visual equipment.

Monolingual Teachers' Comments

12. Not much effect.
13. None.
14. None.
15. Materials.
16. It has given the child more self-pride and less inhibitions about trying and working with things.
17. None.
18. No comment.

## WHAT HAS BEEN YOUR BIGGEST DISAPPOINTMENT WITH THE BILINGUAL/BICULTURAL PROJECT?

### Allison Elementary School

Bilingual Teachers' Comments

1. Lack of assistance from administrative personnel (curriculum writer, project director, etc.). Lack of communication.
2. Lack of communication between administrative staff and teachers in the program.
3. Lack of curriculum planning on administrators part, inadequate teacher training, duplicity of materials.
4. Lack of support from everyone, having to do things on your own, lack of materials.
5. Meetings are useless (at school).
6. Lack of materials, delays in receiving ordered materials.
7. Totally lost in program.
8. Testing too difficult in Spanish.

Team Teachers' Comments

9. Lack of information pertaining to S.W. Mexican American child. Program thrown on some teachers without help.
10. Not having things (materials) before school started.
11. Do not know enough about project.
12. Lack of inservice and guidance for the monolingual teacher to teach the bilingual child.

13. Not all teachers are involved.
14. Do not feel I have had that much help from our bilingual writer--feel there should be much more material coming out of three days a week of writing. Feel that I have got the runaround. Am frustrated with it.
15. Lack of materials.

### Monolingual Teachers' Comments

16. Lack of Black culture knowledge--everything seems to be geared to Mexican American.
17. Not enough information about program.
18. No guidance and no materials. (Bicultural part--cannot speak for the Bilingual.)
19. Have not benefited from project.
20. No materials in bicultural activities.
21. Not sufficient bicultural aspects of program.
22. Lack of awareness that materials and funds are available.
23. No materials, instruction, etc. Would like to know more about it.
24. Monolingual classrooms are not involved enough--not enough bicultural aspects.
25. Bilingual teachers are too busy to share ideas with bicultural teachers.
26. More multicultural aspects brought in to incorporate Black culture is needed.
27. Classes too large.
28. No effect.
29. Lack of direction.
30. None.
31. Teachers have not had any materials for cultural aspect.
32. No comment.

## Govalle Elementary School

### Bilingual Teachers' Comments

1. Lack of organization and supervision.
2. Lack of leadership from director.
3. Lack of guidelines for the project.
4. Nobody has made the effort to help teachers implement the so-called "Bilingual" program in the classroom. Supervisor has never showed up or been accessible to teachers. Some personnel, i.e., curriculum writers, are not needed. Materials have been duplicated because of lack of communication. Poor planning on field trips that are going on. Should let teachers in on planning and should have let kindergarten and 1st grade go.
5. Mrs. Mendez has not come in. Need people to come in and make suggestions.
6. At beginning of project, teacher got no assistance (had to go to The University of Texas for methodology, etc.).
7. So poorly prepared when it started. So far, teacher has not seen any goals for the project.
8. None.
9. No comment.

### Team Teachers' Comments

10. Not receiving materials promptly and not enough inservice training.
11. Have not gotten a lot of things supposed to--delayed.
12. Do not even know what it exactly is.
13. Materials so late; no instruction guide at first; do not like observations or interviews because money should be used for something else like materials.

Monolingual Teachers' Comments

14. Do not know.
15. More materials from the program.
16. Feel that bilingual classes and the bicultural classes are too divided. Should be working together, more closely related. Would like to know more about how a bilingual class is set up.
17. Do not have an aide; not receiving materials; disappointed not allowed to go to San Antonio zoo; not being directly involved with program.
18. Do not share information and materials from bilingual teachers.
19. Program not designed to follow curriculum of A.I.S.D.--no skills taught in program.
20. Lack of understanding of what is going on. All children should have opportunity to keep up with Spanish. Some students really need this and get more out of it.
21. Need more input, help, materials, resource people, splitting of races.
22. Too complex, not enough training, low knowledge of program.
23. No comment--teacher has no contact.
24. Lack of information about project and do not know what is supposed to be done.
25. The amount of materials.
26. No comment.
27. It only helps the specific bilingual teachers in the program.
28. Have no idea what is expected of the teacher concerning it--confusing.
29. Not that involved.
30. None.
31. No comment.
32. The bicultural aspect of the project is nonexistent--or if it exists, it is berserk.
33. Have not been informed about project.
34. Did not know what should be.
35. Does not feel like she is a part of the project except for observations. Does not know much about it.

Metz Elementary School

Bilingual Teachers' Comments

1. I am not disappointed because I have gotten so much; i.e., Language Master, listening station, so many materials.
2. No materials (books), at the beginning of the year making us far behind.
3. Lack of guidelines from project staff.
4. Should provide a full-time Spanish teacher so teachers could do other things besides teach Spanish in the room. Everything is too spread out now between teachers (equipment, etc.). It is also neglecting the English part.
5. I do not care for the textbooks. Textbooks are not geared to Chicano language. We have not received the workshops we were promised.
6. No materials.

Team Teachers' Comments

7. Monolingual teachers (team teachers) get only ½ time aide while bilingual teachers get full-time aides.
8. Lack of supervising, lateness in receiving equipment and materials, feeling excluded from bilingual planning and regular classroom planning.

### Monolingual Teachers' Comments

9. Did not have any units to work on our level.
10. Guide not completely translated into English.
11. Communication is the biggest problem. Getting materials out to teachers is a problem. And, not knowing what is expected of teachers in this project.
12. None.
13. Not much has been done about it.
14. No comment.
15. Children have not learned.
16. Lacks organization somewhere--something (maybe government guidelines) keep it from functioning.
17. Discriminating against non-bilingual classes; if bicultural should have same privileges, example--Christmas, San Antonio trip, all classes should share. The project has hurt our program by putting such a wide span of children into the non-bilingual classroom. If bilingual teachers could work with non-bilingual teachers in math then more levels could be handled. Bilingual aide is with bilingual teacher all day while Assist aide is there also. Bilingual aide should be working with children all day. Bilingual aide has not had training. People taken out of community are expected to do things they cannot. At the beginning of the year, some students were removed from bilingual classes because they were too low. Eventually, these kids are sent to Special Ed. for help.
18. Discriminated against because monolinguals not getting to go to San Antonio trip. This is discrimination against children. Also, bilingual teacher has bilingual aide for whole day. Not fair that she get the help all the time.
19. Lack of materials.
20. No comment.
21. Materials are concentrated on bilingual teachers--bicultural teachers should get more materials, workshops.
22. Have not had any bicultural units the second semester.
23. Lack of teacher support by program. Administrators have one fixed strategy in mind and they are not willing to deviate even when teachers warn it is not working.
24. Was not told last year that would be bilingual, did not know what to do with aide at first; more training, preparation for aide, cooperation.

## Palm Elementary School

### Bilingual Teachers' Comments

1. Workshops need to be improved. Teachers are not consulted in selecting materials. Introducing new programs without workshops.
2. Getting materials on time. Also, lack of opportunity to meet with coordinators and supervisors.
3. Time scheduling.
4. Lack of supervision, direction, and materials.
5. Lack of materials lessened the effect, but did not ruin the project.
6. The children from the team teacher's room do not accept the language or the culture as part of their own.

### Team Teachers' Comments

7. None.
8. The team teaching should be done in one room. Teach the different aspects of the two languages side by side.

9. Slows children down in learning to communicate in English.
10. Not having enough time to teach all the other things you want to teach.
11. Have not been able to talk to anyone about guidelines for starting project in room. Children in 5th grade have had no Spanish before and this little Spanish has not helped them. Program should have started at lower level. Units not ready for social studies. No teaching materials in Spanish. Need Bilingual books and tapes. Aide has not been trained and needs some training for next year. Aide is nice and sweet but not knowledgeable.

Monolingual Teachers' Comments

12. Feel that my children have same cultural background as others, and could have some of the same materials that are given to bilingual classes--e.g., language master.
13. None.
14. None.
15. Do not know enough about the program.
16. Teachers were not familiarized with it enough before beginning.
17. Has not supplied anything.
18. No comment.

IN WHAT AREAS WOULD YOU LIKE TO RECEIVE MORE INSERVICE TRAINING?

Allison Elementary School

Bilingual Teachers' Comments

1. Making materials suitable for age level. Time to make these materials during meeting.
2. More in cultural areas, more Spanish curriculum methodology.
3. Teaching Spanish reading, Spanish spelling, oral language, science, and social studies.
4. Making games to use with reading, opportunity to make games at inservice.
5. Making contracts.
6. Making materials for classroom use.
7. Teaching Bicultural Guide.
8. Learn how to use workbooks with kits; instruction of lower levels.

Team Teachers' Comments

9. Cultural awareness--Black and Chicano.
10. Need teachers with students. Visiting Zavala earlier in semester. Region XIII--bring materials (early in year) to make games.
11. Oral language (ESL).
12. Teaching oral English and Black and Mexican American culture.
13. Oral language development (English).
14. Speaking Spanish.
15. Spanish (conversational).

Monolingual Teachers' Comments

16. Art and reading ideas.
17. Individualizing.
18. Individualization, culture awareness.
19. Awareness of cultural differences involving 3 cultures.

20. Bicultural areas.
21. How to work with different ethnic groups academically as well as socially.
22. More on reading groups, art projects.
23. More on the interpersonal relationships between cultures.
24. Individualization in the classroom.
25. Individualized learning.
26. How to present materials so that they will interest all children.
27. Learning to speak Spanish--conversational.
28. Factual background on differences of cultures, how to "handle" other cultures--reading matter.
29. Behavior modification, classroom management, and organization. IGE, learning centers, new ideas from other teachers.
30. Classroom organization, learning centers, teacher-made materials, reading instruction.
31. Cannot think of any.
32. Demonstrations of working with ethnic groups.

Govalle Elementary School

Bilingual Teachers' Comments

1. Beginning reading in Spanish. Cultural dances.
2. Teaching strategies for Spanish in areas of instruction.
3. Teaching reading, multi-ethnic social studies methodology, individualizing instruction.
4. More training and knowledge of objectives and goals of project; methods for teaching, diagnosing, and prescribing in Spanish; individualizing instruction workshops.
5. Culture, social studies, science and Spanish.
6. Social studies units (methods, mostly). Oral language programs.
7. Thinks the field is still very experimental, so does not want so-called "experts". Instead, would like inservice sessions to view new materials and methods (make survey).
8. Bilingual/Bicultural.
9. In teaching techniques for younger children.

Team Teachers' Comments

10. Briefing on materials available, having time to make materials. Guidelines.
11. In making teacher-made materials.
12. More workshop days to make materials.
13. Inservice from people that already have bilingual programs set up and working like in California.

Monolingual Teachers' Comments

14. Behavior Modification and learning centers.
15. More training for teachers in the bilingual program on early childhood language acquisition.
16. More emphasis on kindergarten workshops.
17. Art.
18. More concrete things about Mexican American culture.
19. Art (not really interested).
20. Brush-up course in Spanish; cultural aspect.
21. Language arts, math, art, social studies.

22. Multicultural awareness.
23. No comment.
24. More art inservices, more bicultural activities.
25. Knowing more about the Bilingual/Bicultural Project.
26. Bilingual/Bicultural Project.
27. Cultural background of the children and individual study programs.
28. How to deal with a minority child--discipline problems, learning problems, their outlook on life.
29. Art, math.
30. IGE, behavior modification.
31. No comment.
32. No comment.
33. In any areas.
34. Subject areas--language, arts, math.
35. In depth Spanish course during summer so teacher could come back to classroom and put it to use.

Metz Elementary School

Bilingual Teachers' Comments
1. H-200 kit.
2. Making games.
3. In reading (help and ideas on how to teach reading). More creative instruction.
4. Teaching oral language development in Spanish.
5. Different ways to attack reading problems.
6. All inservice has not helped.

Team Teachers' Comments
7. Skills on how to teach English as a second language.
8. More culture.

Monolingual Teachers' Comments
9. More cultural awareness of the Mexican American culture.
10. Spanish vocabulary.
11. Differences between the cultures about our students' parents' goals for their children. (Most Anglo teachers have different goals for their students than the students' parents do.)
12. Everything.
13. Reading.
14. No comment.
15. Would like one summer without it.
16. The whole thing. I feel we do not have enough information about the project. I have a question about the curriculum writer's role. Maybe she is spread out so thin she cannot work closer with us.
17. Information on culture.
18. Setting up centers; sources for materials (media and where to get them).
19. Spanish course; cultural awareness.
20. No comment.
21. Anything. Missed summer workshop. Cultural background activities, how to use them.
22. Would like to know the slang terms the Mexican American children use; would like to learn more Spanish vocabulary rather than just pronunciation as provided this past summer.
23. A social studies workshop that would help teach the two cultures.
24. Reading and writing, using LEIR, utilizing aides.

Palm Elementary School

Bilingual Teachers' Comments

1. Making materials.
2. In individualized instruction, especially in reading.
3. Teaching reading in Spanish.
4. Spanish language.
5. Forget inservice training and get more materials, adapt them for indiviuals, get teachers more time. Training for aide can be at minimum after initial training.
6. Spanish reading and how to develop oral language, plus how to build materials.

Team Teachers' Comments

7. Do not want more inservices.
8. Although the teacher teaches mostly in English (not officially Bilingual), she would like to have workshops on instruction in Spanish language and culture.
9. Inservice in making materials and better use of facilities that they already have.
10. Learning disabilities; motivation techniques.
11. English as a second language; more workshops like the one with materials and language master (only latter needed time to make materials).

Monolingual Teachers' Comments

12. Use of bicultural materials for 1st graders.
13. I would like to be trained in self-contained classrooms with small ability grouping in subject areas.
14. LEIR, on Mexican American culture.
15. No comment.
16. Dealing with reading problems; also, math, social studies, art.
17. Bicultural, language, LEIR, learning disabilities, diagnosing reading problems.
18. No comment.

DO YOU HAVE ANY OTHER COMMENTS ABOUT THE BILINGUAL/BICULTURAL PROJECT WHICH YOU WOULD LIKE TO MAKE?

Allison Elementary School

Bilingual Teachers' Comments

1. Austin bilingual teachers who had already been on the program were not consulted. New people on administrative level did not have knowledge of what had already been done in Austin. Program should have been explained to teachers before implementation. Materials should have been ready when school started.
2. Lack of inservice training for new teachers and also lack of orientation. Teachers already in program were not consulted. Administrative staff not familiar with Austin's accomplishments in Bilingual Education. Teachers who had already been teaching Bilingual Education could have been used as resource teachers.
3. Disappointed in lack of sincerity on administrators part to help Chicano child. Big emphasis on Mexican culture instead of Chicano (Southwestern) culture.
4. No.

5. Someone who really knows how to give help is needed.
6. Would like more Spanish reading inservice.
7. Need to bring in Black culture.
8. Not getting units from curriculum writer; got yarn and not sticks for ojos; got mold and no plaster (overall ordering); feels she's improving. Glad that finally some instruction from point of view other than Anglo.

Team Teachers' Comments

9. Communication of goals and materials is non-existent; do not have catalogs, do not know what to order; program pitifully organized.
10. More parents involved. Fewer children in the classroom--no more than 18.
11. Curriculum writer needs to work closer, materials never come in.
12. No comments--can see more interest by bilingual child in classroom.
13. No.
14. Think idea of the project is very good. Would like to see Spanish carried through 5th grade instead of dropped at third. Need more stress on Black culture. Would like time to visit homes (one hour twice a week). Need for greater availability of curriculum writer ordering information--need materials catalogue.
15. Project is good idea--do not think we get enough input. The project people beat around the bush. Still do not know if we are supposed to teach regular social studies along with Spanish. I like social studies--think kids get a lot out of it.

Monolingual Teachers' Comments

16. No.
17. It is good, needs a lot of coordination, more materials--not organizing.
18. Should have been more organization, materials, guidance and inservice before the program was brought into the schools.
19. Same as biggest disappointment above.
20. No.
21. Would like to see it advance, feel feedback from teachers is most important to know what is needed. Other cultures besides Mexican American should be brought in.
22. It has helped some, especially bicultural awareness, but would like to have aides for bicultural as well as bilingual.
23. Need to know more about it.
24. No.
25. More emphasis on help from bilingual teachers. They should share their knowledge and perhaps even teach some classes so that bicultural teachers could learn from them.
26. Do not know responsibilities as far as project is concerned.
27. Classroom Observers have been nice and have not disturbed. Would like to know more about when they are coming.
28. Not enough notice for inservice. Also, have 27-28 children in class.
29. No.
30. No.
31. Do not expect much from program at 5th grade level during 1st year. After 4-5 years of being in program, should have an effect.
32. Brings forth better relations between students, teachers, and administrators. Classroom Observers have not distracted from classroom.

Govalle Elementary School

Bilingual Teachers' Comments

1. Have not seen supervisors--only observers. Check with teachers before ordering materials, have stored them away.
2. Have not been supervised, little communication with administrators of program, curriculum writer has been ineffective, materials specialist ineffective and unavailable. Materials haphazardly ordered and duplicated, no needs-analysis made of materials (e.g., have 2 record players and 2 listening centers). Requisitions often ignored. Evaluator has been very evasive and oftentimes not honest with teachers when confronted. Mrs. Mendez has not done anything to help teachers this year. No feedback as far as observations. Very angry on not being allowed to go on San Antonio (zoo) field trip--has gone previously with class. Questions how money has been spent (materials money). Wonder why people are brought from outside the area when people from here are qualified and available for supervisors, director, materials specialist, etc. Proposal for next year--last year had some input, but this year none for 1974-75. Very unfair in how Mrs. Galindo is treated; she has been the only one planning inservices and trying to help a little bit--teachers still do no understand her role.
3. Project has not lived up to its design. Would like to have had teacher input into new proposal.
4. More project staff needed in classroom. More communication between teachers and project people. More input from teachers needed. See position of materials specialist changed--a different role than just a delivery person. Should be someone that exposes you to different materials that are available rather than just providing.
5. No.
6. Let teachers know far in advance for inservice training (in summer or any other time).
7. Think project should continue--has merit. Not necessary for the project to go into the specific subject matters in Spanish. Instead, stick to general oral language development in Spanish and emphasize communication skills in both languages. Kids do not need science in Spanish; no use for these terms in Spanish.
8. No.
9. Summer training in Bilingual/Bicultural Project needed.

Team Teachers' Comments

10. More organization and definite responsibilities designated to the higher-ups so that we the teachers know whom to go to for information. Everyone is going around in circles and nobody knows anything.
11. No.
12. No.
13. Same as biggest disappointments, above question.

Monolingual Teachers' Comments

14. Would like to know more about what is going on.
15. No.
16. Just get it together to make it better.
17. No.
18. Has nothing on culture. Regular classroom teachers have received no materials.

19. Students come in from first grade without skills, not given foundational work; need to get basic skills first. Students in bilingual program not getting basic skills, teachers against Brown and Black Power; need more citizenship.
20. No.
21. Hope they have it going better, updated and followed through; continuous more help and materials, resource people. Exclude Black kids, pick out Mexican Americans. One period a week in bicultural classrooms to be taught by resource people.
22. No.
23. Seems that the program is not what it is supposed to be. One student was transferred in from a school with the Bilingual/Bicultural Program and he was badly behind although now is catching up--the problem areas were reading and math.
24. No.
25. More advanced notice of Bilingual/Bicultural inservice.
26. Understanding of the program is needed and materials concerning the program.
27. Observers in the program rate the amount of Bilingual/Bicultural material in the room and I am not in the Bilingual/Bicultural program so I should not be criticized.
28. If teachers are expected to teach the Bilingual/Bicultural method, I expect the Project to teach teachers. Also, materials and a bilingual aide are needed even for English classrooms.
29. No.
30. No.
31. No.
32. Field trips for Bilingual/Bicultural rooms make monolingual classes feel left out, excluded.
33. No.
34. Do not know what is expected of me.
35. Workshop in summer was not helpful because I had already made my own effort. Unfair to children in monolingual classes because they do not have student teacher, aide, or extra materials that bilingual classes do. Field trip should have included all classes not just bilingual classes.

Metz Elementary School

Bilingual Teachers' Comments

1. Curriculum Writer is fantastic, planning trips, science, materials.
2. It is a wonderful program. Having only Spanish first for non-English speaking children helps them learn English quicker.
3. Project needs TIME to work out.
4. Need more Mexican American rather than Puerto Rican materials. Need "down-to-earth" materials about themselves (the children). Want to see the Project improved and continued.
5. All aspects of the project are not organized. Very little help has been given toward bicultural education. Teachers ended up writing their own units and seeking their own materials. I feel that there is hap-hazard spending as far as materials. It was suggested that teachers ask for things they want; however, it seems that paperwork and channels keep these things out of the classroom. I feel that the aides are not sufficiently trained. Much more training is held for Project Assist than the Bilingual/Bicultural Project.
6. Hope it gets better organized; staff and all teachers need to work closer together. Bilingual and Bicultural divides teachers. Need to provide already-made cards for Language Master. Curriculum Writer is a lot of help in getting materials.

Team Teachers' Comments

7. Monolingual teacher needs to be part of the project. The project is of great benefit to Spanish-dominant students. Aides are worthwhile. Materials are needed for the monolingual side of the bilingual program (language arts, etc.).
8. There is jealousy over who gets materials, no guidance, mismanagement of program, distrust, monolingual teachers excluded. No organization, no help given, problems not understood. Should not stick monolingual Spanish students with monolingual English teacher. Bicultural teachers were told they were going to San Antonio and then told they could not--got very resentful. Placement of children in program totally random without planning. Have LLD's and speed students, some students transferred in who cannot handle 2 languages, Anglos are put in bilingual room and non-English speakers in monolingual room. Parents do not know about program, concerned about students' progress in Spanish--will not complain to principal. Bilingual program is set up only for children that can handle Spanish--discrimination against those who have problems. Have to be able to understand English.

Monolingual Teachers' Comments

9. No.
10. Have not used Guide as much as I could have because it arrived so late. We have had it a month and a half--no time now.
11. No.
12. No.
13. More feedback to all teachers is needed. Be more selective about children.
14. No.
15. Feel that children learn better if not taught in both languages. Spanish as second language--start in higher grade.
16. Project has limited guidelines, and maybe the idea of having too many projects in the same school makes it difficult to squeeze all the instruction and planning in.
17. Same as biggest disappointment, above question.
18. Program has crippled reading program--children are not reading at their levels--most reading 1st grade levels. Children in this class do not receive any Spanish instruction. Children do change classes but do not go to bilingual room.
19. Reading levels of kids involved.
20. No.
21. Not upset by faults because have been in bilingual schools before in Philadelphia and the bilingual program will improve; hoping for rapport between bilingual and bicultural teachers--long overdue.
22. Teachers feel that kids in the program are getting far behind in reading (in both languages). Need serious evaluation to see if kids are getting ahead or behind. All kids should be involved, not just the same small group every year. Aide works only with Spanish teachers; English teachers, therefore, have no aide while having the same number of reading groups. Also, aides (since they are given to Spanish teachers only) do clerical work as well as work with kids. Materials arrive too late; inadequate planning. Teachers should be informed of things earlier.
23. Some Mexican American teachers are dissatisfied with the program and do not want to teach it. Somebody needs to find out why and do something about it.
24. Have teacher and aide get together before school starts, get into routine. Program good idea, snags, but new program.

## Palm Elementary School

### Bilingual Teachers' Comments

1. No.
2. Need more training sessions for all teachers in Bilingual/Bicultural program prior to their going into the program. Should involve teaching techniques and the use of bilingual materials. Workshops need to be geared to grade levels. Further, they should be geared to monolingual and bilingual teachers separately. Materials are ordered and then lacking for a long time. Teacher could take a check for the amount and go buy the stuff at Woolco, etc., many times faster.
3. No.
4. No.
5. Too much observation, some disruption, and teacher wants to be observed by people with classroom experience. Excess observation, information can be gathered more efficiently. No Language Masters received yet. A teacher finally purchased the blank cards herself.
6. Hopefully, materials for the 5th grade level will be better organized.

### Team Teachers' Comments

7. No.
8. No.
9. Keep the cultural aspect of project, but use only Spanish for the dominant children. English dominant should be taught in English and not forced to read in Spanish.
10. Not being sure whether you are going to have an aide or not is a great disappointment.
11. Hope that program in future does not leave out science. Social studies program does not seem to correlate with rest of district's. Emphasis should be on bilingual, but not completely drop what rest of kids are doing. Child who is familiar with and has knowledge of English language should not be put in a bilingual class in order to make room for those who do need the bilingual class.

### Monolingual Teachers' Comments

12. Feel that bilingual aides would benefit from instructional training.
13. No.
14. No.
15. The children have been very fortunate to work in the Bilingual/Bicultural Project and I wish my children last year could have been involved in this program.
16. Would like to see a bilingual aide included in monolingual classes (where teachers cannot speak Spanish) in a predominately Spanish-speaking school. Inservice should be in the mornings, not in the evenings when teachers are so tired.
17. Would like to know when observers are coming (generally)--sometimes inconvenient.
18. No.

## Appendix G

## INSTRUMENT REPORT

## TEACHER QUESTIONNAIRE

| | |
|---|---|
| Date/Period of Administration: | October, 1973<br>March, 1974 |
| Population: | All Project Teachers |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

## DESCRIPTION OF TEACHER QUESTIONNAIRE

### Number of administrations of the instrument

Two

### Location of administration

At teachers' descretion

### Problems with the measure or with the administration which might affect the validity of the measure

Long questionnaire, return rate below 100%

### Training of the administrators

None

### Brief description of the instrument

General items about education and specific items about special projects including the ESAA Bilingual/Bicultural Project

### Rationale for the instrument

To elicit teacher reactions

### Developer of the instrument

Staff in the Office of Evaluation

### Development of the instrument

All interested persons submitted items

### Standardization of the instrument

None

### Reliability and validity of the instrument

No data available

# ANALYSIS OF RESPONSES TO THE TEACHER QUESTIONNAIRE

A general questionnaire was administered to all teachers in schools with special projects, including ESAA Bilingual/Bicultural Project schools, during October and again during March to complement the evaluation of these projects. Teachers in ESAA Bilingual/Bicultural Project schools responded to items developed from three areas of interest to the Project. These areas were bilingual education, the Bilingual/Bicultural Project, and teacher aides. The general findings were that teachers' awareness of and knowledge of statements relevant to bilingual education remained unchanged throughout the Project year, bilingual and team teachers' attitudes toward the Project remained slightly negative throughout the year while monolingual teachers' attitudes toward the Project moved from neutral to negative, and bilingual and team teachers felt less that their aides were essential to individualized instruction at the end of the year than they had at the beginning.

## Evaluation Questions

1. Did the teachers' opinions of, awareness of, and knowledge of factors relevant to bilingual education change as a result of Project activites?
2. Did the opinions of teachers toward the Project change during the Project year?
3. Did the feelings of teachers toward their bilingual aides change during the Project year?

## Procedure

A questionnaire was administered to all Project teachers in the fall and again in the spring of the 73-74 school year. Questionnaires were distributed to the teachers and collected a week later.

## Questionnaire Forms

The fall and the spring questionnaires were somewhat different; however, all questions relating to the Project were identical on each. Teachers provided information about themselves and their classroom,then proceeded to respond to only those items relating to the projects with which they were involved.

Ten items were statements about bilingual education, three about the ESAA Bilingual/Bicultural Project, and thirteen about teacher aides. All items required a statement of the teacher's agreement or disagreement with it on a five point scale from 1=completely disagree to 5=completely agree.

## Results

Table 1 shows the mean response by teachers to each item relating to bilingual education on the fall and spring questionnaires. "Bilingual teachers" includes

Table 1

## RESPONSES TO ITEMS ABOUT BILINGUAL EDUCATION

Scale: completely disagree 1...2...3...4...5 completely agree

| ITEM | FALL MEAN | | SPRING MEAN | | CHANGE | |
|---|---|---|---|---|---|---|
| | Bil. | Monol. | Bil. | Monol. | Bil. | Monol. |
| +1. English-dominant and Spanish-dominant students will benefit from the cultural and Spanish instruction of the Bilingual/Bicultural Project. | 3.97 | 3.52 | 3.89 | 3.15 | -0.08 | -0.37 |
| -2. The understanding of the culture of a second language is not necessarily a requirement for fluency in that language. | 2.69 | 3.07 | 2.89 | 3.15 | +0.20 | +0.08 |
| +3. Word attack skills usually develop faster for a speaker of a second language than do comprehension skills. | 3.33 | 3.33 | 3.19 | 3.23 | -0.14 | -0.10 |
| -4. A second language can be learned efficiently by translating first language words and sentences. | 4.09 | 3.72 | 3.68 | 3.60 | -0.41 | -0.12 |
| +5. Learners of a second language learn at varying rates. | 4.41 | 4.29 | 4.30 | 4.50 | -0.11 | +0.21 |
| -6. Bilingual education confuses young students because of the interference between the languages. | 3.53 | 3.41 | 3.78 | 3.30 | +0.25 | -0.11 |
| +7. Oral language development in a second language should be a part of all subject areas. | 3.36 | 3.28 | 3.47 | 3.28 | +0.11 | 0.00 |
| -8. Since English is the language necessary for graduation from high school, students who speak Spanish should receive all their instruction in English. | 4.18 | 3.62 | 4.16 | 3.52 | -0.02 | -0.10 |
| +9. A thorough awareness by students of all those cultures contributing to a community should be a major goal of a school district. | 4.26 | 4.03 | 4.30 | 4.03 | -0.23 | 0.00 |
| -10. Reading and discussions can be as effective as first-hand experiences in becoming acquainted with a culture. | 3.47 | 3.03 | 3.30 | 3.15 | -0.17 | +0.12 |
| All Items | 3.72 | 3.53 | 3.69 | 3.49 | -0.03 | -0.04 |

Bil. = bilingual and monolingual team teachers
Monol. = monolingual teachers
+ = positively stated item
- = negatively stated item, scale has been reversed in computing mean responses.

both bilingual teachers and their monolingual team teachers. "Monolingual teachers" are teachers of monolingual classrooms. The overall mean for these ten items was 3.72 in the fall and 3.69 in the spring for bilingual teachers, a change of merely three hundreths of a point. The overall mean for monolingual teachers was 3.53 in the fall and 3.49 in the spring, a change of just four hundreths of a point. There were no individual items for either bilingual or monolingual teachers on which the change was significant beyond the .05 level of confidence.

Table 2 shows the mean response by teachers to the three items relating to the ESAA Bilingual/Bicultural Project. For bilingual teachers the fall mean for all three items was 2.61 and the spring mean was 2.66, a change of only five hundreths of a point. None of the individual items changed significantly for bilingual teachers. Monolingual teachers however, gave a mean response in the fall of 2.91 (higher than the bilingual teachers) and 2.09 in the spring (lower than the bilingual teachers). This change was significant beyond the .05 level of confidence. Each of the changes for the three items was also significant.

Table 3 shows the mean response by teachers to the thirteen items relating to teacher aides. The overall responses by bilingual teachers did not change significantly; however, one item was answered significantly different by bilingual teachers. This item was whether the students would receive less individualized instruction if the aide were taken out of the classroom. The teachers agreed less strongly in the spring that if the aide were removed individualized instruction would diminish.

## Conclusions

The higher the mean response to each item the closer the attitudes and knowledge of the teachers are to being what has been defined as "positive" toward bilingual education, toward the ESAA Bilingual/Bicultural Project, and toward the bilingual aide.

In their knowledge of and attitudes toward bilingual education, there was no significant difference between either the bilingual teachers and the monolingual teachers or between their responses in the fall and spring. The overall level of agreement with the items was about 3.6, which indicates a slightly positive standing in attitudes toward and knowledge of bilingual education. As an entry level, 3.6 is acceptable. As the level for near the end of the first year of this bilingual program, 3.6 represents a staff which has made no perceptible progress in becoming more informed about bilingual education. This should be a major concern for staff training efforts in 74-75.

The response level of 2.6 to the items related to the Project represents a feeling on the part of bilingual teachers which was negative when the program began and remained negative throughout the year. The monolingual teachers actually began the year with neutral feelings toward the project but ended the year with negative feelings.

These negative feelings toward the Project must be further defined by the

## Table 2

## RESPONSES TO ITEMS ABOUT THE ESAA BILINGUAL/BICULTURAL PROJECT

Scale: completely disagree 1...2...3...4...5 completely agree

| ITEM | FALL MEAN |  | SPRING MEAN |  | CHANGE |  |
|---|---|---|---|---|---|---|
|  | Bil. | Monol. | Bil. | Monol. | Bil. | Monol. |
| **11. I understand what the ESAA Bilingual/Bicultural is all about.** | 3.03 | 3.47 | 3.00 | 2.48 | -0.03 | -0.99* |
| **12. The people in the ESAA Bilingual/Bicultural Project have been of assistance to me in implementing the program in my classroom.** | 2.42 | 2.74 | 2.46 | 1.85 | +0.04 | -0.89* |
| **13. The materials provided for the ESAA Bilingual/Bicultural Project have been adequate to meet the needs of implementing the program.** | 2.39 | 2.53 | 2.51 | 1.95 | +0.12 | -0.58* |
| All Items | 2.61 | 2.91 | 2.66 | 2.09 | +0.05 | -0.82* |

* significant beyond .05

Bil. = bilingual and monolingual team teachers
Monol. = monolingual teachers

Table 3

## RESPONSES TO ITEMS ABOUT THE BILINGUAL AIDE

Scale: completely disagree 1...2...3...4...5 completely agree

| ITEM | FALL MEAN Bil. | SPRING MEAN Bil. | CHANGE Bil. |
|---|---|---|---|
| 14. The aide(s) in my classroom cares about the students and their learning progress. | 4.12 | 3.79 | -0.33 |
| 15. The aide(s) in my classroom enjoys working with me. | 4.15 | 3.76 | -0.39 |
| 16. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our schools. | 2.78 | 2.88 | +0.10 |
| 17. The aide(s) in my classroom has been well trained for his/her job. | 3.09 | 2.58 | -0.51 |
| 18. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems. | 2.56 | 2.65 | +0.09 |
| 19. The students in my classroom respond positively to the aide(s). | 4.06 | 3.63 | -0.43 |
| 20. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job. | 4.03 | 3.78 | -0.25 |
| 21. If the aide(s) was taken out of my classroom, the students would learn less. | 3.67 | 3.42 | -0.25 |
| 22. If the aide(s) was taken out of my classroom, the students would receive less individual instruction and attention. | 4.33 | 3.75 | -0.58* |
| 23. The aide(s) in my classroom has helped improve the reading skills of my students. | 3.44 | 3.74 | +0.30 |
| 24. The aide(s) in my classroom has increased my efficiency in relation to planning. | 3.39 | 3.44 | +0.05 |
| 25. The aide(s) in my classroom has increased communications with parents. | 2.09 | 2.22 | +0.13 |
| 26. The aide(s) in my classroom has helped improve the students' self-image. | 3.42 | 3.34 | -0.08 |
| All Items | 3.47 | 3.22 | -0.25 |

*Significant beyond .05

specific items as being negative feelings about the assistance teachers received from the Project staff and the inadequacy of materials provided.

In regards to the aides, the overall response was slightly positive. However, two items point out [illegible] least one area of need for aide training. Teachers felt that their aides generally were not knowledgeable about the reading curriculum nor able to assist them effectively in the diagnosis of student reading problems.

## Appendix H

## INSTRUMENT REPORT

## PARENT INTERVIEW FORM

## ATTITUDES TOWARD AND KNOWLEDGE OF STUDENT LEARNING GOALS AND ACTIVITIES OF PARENTS OF STUDENTS PARTICIPATING IN THE ESAA BILINGUAL/BICULTURAL PROJECT

| | |
|---|---|
| Date/Period of Administration: | April-May, 1973 |
| Population: | Parents of Students in Project Classes |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

✓ = OK

## DESCRIPTION OF PARENT INTERVIEW FORM

### Number of administration of the instrument

~~One~~ two

### Location of administration

✓ In the homes of the parents

### Problems with the measure or with the administration which might affect the validity of the measure

✓ Administered by Community Representatives to just those parents available during administration dates.

### Training of the administrators

✓ Two hour training session including role playing

### Brief description of the instrument

The interview form was divided into three parts-fifteen items related to the stated input objective, four items related to bilingual education and the ESAA Bilingual/Bicultural Project, three items of interest to the project staff but inappropriate as factors in measuring the stated input objective.

### Rationale for the instrument

✓ To determine the attitudes of parents of students in project classrooms toward their children's learning goals and the extent of their knowledge of classroom activities as related to education in general and the Bilingual/Bicultural Projects in particular.

### Developer of the instrument

✓ Staff of the Office of Research and Evaluation

### Development of the instrument

Items relating to both the input objective and the Project were collected from Project program staff, Community Representatives, and evaluation staff. These items were reviewed, revised, and formalized into the final interview form.

### Standardization of the instrument

✓ Procedure for administration of Interview Form was standardized; no norms were developed.

### Reliability and validity of the instrument

✓ No information available.

# ATTITUDES TOWARD AND KNOWLEDGE OF STUDENT LEARNING GOALS AND ACTIVITIES OF PARENTS OF STUDENTS PARTICIPATING IN THE ESAA BILINGUAL/BICULTURAL PROJECT

A major component of the 73-74 ESAA Bilingual/Bicultural Project in the Austin Independent School District was Parental Involvement. Interviews of a random sample of parents from Project schools revealed a high degree of confidence in the educational system, general knowledge of the Bilingual/Bicultural Project, and a feeling by 40% of the parents that there is too little bilingual education in Austin schools.

## Evaluation Questions

Two major evaluation questions are addressed by this report.

1. Do parents of students participating in the ESAA Bilingual/Bicultural Project have positive attitudes toward their children's learning goals and knowledge of the learning activities of their schools?
2. Do parents of students participating in the ESAA Bilingual/Bicultural Project have knowledge of the activities of the Project and positive attitudes toward the Project and bilingual education?

## Evaluation Criteria

The first evaluation question relates directly to a major input objective of the Project. As such, the criterion for meeting the objective has been formally stated as follows. Parents interviewed are expected to give positive responses to 80% of the items relating to home support of students' learning goals. A positive response has been defined for each item according to the response choices available.

The second evaluation question does not relate directly to a Project objective; therefore, there is no stated criterion against which to compare parents' responses.

## Interview Form

The Project program staff, evaluation staff, and Community Representatives assembled items relating to both the input objective and the Project. These items were then reviewed, revised, and formalized into a final interview form. The form was printed in both Spanish and English, providing space for recording the mother's and the father's responses separately.

There were four parts on the final interview form. (See Attachment I) The first part called for general information about P.T.A. membership, number of children in school, the school represented by the parent, etc.

The second part was fifteen questions related to the stated input objective. The third part was four questions related to bilingual education and the ESAA Bilingual/Bicultural Project. The fourth part consisted of three items of interest to the project staff but inappropriate as factors in measuring the stated input objective.

## Sampling

A table of random numbers was used to select a ten percent sample from lists of all students at Project elementary schools. In each Project secondary school, the table of random numbers was used to select ten students from the bilingual classes and ten students from the matched control classes. The Community Representatives then reviewed the list of names and eliminated students who had withdrawn from school or who had a sibling who was already on the list. The parents of students on the revised list for each school composed the sample.

## Interview Procedure

The Community Representatives of each Project elementary school conducted the interviews for that school and the secondary schools into which it feeds. Community Representatives received training in conducting the interview, including some role playing activities. Several procedures were employed for arranging the interviews with the parents. Some parents were telephoned for an appointment; whereas, others were visited in their home and other arrangements were made if the time was inconvenient. All interviews were conducted in the home, and many were conducted in the evenings to reduce conflicts with working parents.

Interviewing began during the last week in April and concluded the last week of school in May.

## Results

Two hundred forty-four elementary students were randomly selected; however, after eliminating those withdrawn from school and those whose parents could not be interviewed due to conflicts, one hundred forty-eight were actually represented by at least one parent in an interview. A total of one hundred forty-seven mothers and seventy fathers of elementary students were interviewed.

Eighty secondary students were selected and thirty-three of them were eventually represented by at least one parent in an interview. A total of thiry-one mothers and eleven fathers of secondary students were interviewed.

Table I is a summary of the percentage of parents from all schools who responded positively to each of the fifteen items related to the input objective. Further breakdowns of these responses by schools and by parent are presented in Attachment II.

## TABLE I-PERCENTAGE OF PARENTS RESPONDING POSITIVELY[1] TO EACH ITEM ON THE PARENT QUESTIONNAIRE

| Item | Mother | Father | Both |
|---|---|---|---|
| 1. Would you like for your children to finish high school? | 92 | 95 | 93* |
| 2. Do you think parents should visit their children's school when asked to come by the principal, counselor, or a teacher? | 93 | 93 | 93* |
| 3. Do you think parents should visit their children's school only when asked to come by the principal, counselor, or a teacher? | 67 | 71 | 68 |
| 4. Do you think parents should visit their children's school for open house, meetings, and for special programs? | 90 | 90 | 90* |
| 5. How many times have you visited __ School since September for meetings or programs? | 76 | 46 | 68 |
| 6. How many times have you visited __ School since September during school time to help with activities or field trips? | 43 | 11 | 35 |
| 7. How often do you discuss your children's school work with them? | 90 | 91 | 90* |
| 8. Have you visited in your children's school more or less often this school year than last school year? | 32 | 20 | 28 |
| 9. Do you encourage your children to do their homework? | 96 | 100 | 98* |
| 10. Have you and your children arranged a regular time for them to do their homework? | - | - | 68 |
| 11. Have you and your children arranged for a quiet and comfortable place where they can do their homework? | - | - | 80* |
| 12. Do you discuss with other parents the things happening at ___ School? | 55 | 51 | 54 |
| 13. Do you read the notices and letters sent to you by the school? | 85 | 85 | 85* |
| 14. Do you discuss your children's report cards with them? | 84 | 90 | 86* |
| 15. How much does it matter if your child is absent from school? | 94 | 97 | 95* |
| Mean For All Items | 76 | 72 | 75 |

* Above 80% criterion level

[1] "Positively" is defined for each individual item in Attachment II.

Nine of fifteen items were responded to positively by at least eighty percent of the parents. Of the six items receiving less than eighty percent positive responses, four dealt directly with school visitation and participation by parents in school activitivies.

The mean percentage of postive responses for all items was seventy-five percent. The mothers interviewed averaged seventy-six percent positive responses, and the fathers interviewed averaged seventy-two percent positive responses. Table II is a summary of these percentages.

Overall, forty-eight percent of the parents interviewed responded positively to eighty percent or more of the items related to the input objective.

Of the items concerned with the Project and bilingual education in general, two were objective. Seventy-four percent of the parents interviewed said they had heard of the Bilingual/Bicultural Project. When asked if there were too much, too little, or enough bilingual education in the Austin Independent School District, forty percent responded "too little," twenty-nine percent responded "enough," and eight percent responded "too much."

The two open-ended questions asked parents what they knew about the Bilingual/Bicultural Project and how they felt about it. Coding and categorizing these responses was too time comsuming to be completed for this report. Attachment II includes responses to these four items.

The first of the general interest items was also open-ended and has not at this time been analyzed. This item asked parents what they would like for their children to do after high school. The other two items were objective. Eighty-nine percent of the parents interviewed were either completely or mostly satisfied with the education their children were receiving in school. Ninety-one percent of these parents felt welcome in their children's schools. (See Attachment II)

## Conclusions

The first evaluation question to be addressed was "Do parents of students participating in the ESAA Bilingual/Bicultural Project have positive attitudes toward their children's learning goals and knowledge of the learning activities of their schools?" The stated criterion for concluding that they do was that parents interviewed would respond positively to eighty percent of the items related to this question. The results show that seventy-five percent of the elicited responses were positive. Therefore, the criteron was not met.

A further analysis of the results indicates that the major area of weakness in the parents' responses was in school visitation and participation in school activities. Other areas investigated yielded highly positive responses. The fathers' responses to the school visitation and participation questions were particularly low.

# TABLE II

## PERCENTAGE OF POSITIVE RESPONSES TO PARENT INTERVIEWS

| SCHOOL | PARENT | NUMBER OF PARENTS | MEAN PERCENTAGE OF POSITIVE RESPONSES | PERCENTAGE OF PARENTS MEETING OBJECTIVE |
|---|---|---|---|---|
| Allison | Mother | 38 | 75% | 50% |
|  | Father | 25 | 72% | 24% |
|  | Both | 63 | 74% | 40% |
| Govalle | Mother | 38 | 81% | 63% |
|  | Father | 12 | 74% | 33% |
|  | Both | 50 | 79% | 56% |
| Metz | Mother | 39 | 83% | 67% |
|  | Father | 23 | 74% | 43% |
|  | Both | 62 | 80% | 58% |
| Palm | Mother | 32 | 66% | 44% |
|  | Father | 10 | 66% | 40% |
|  | Both | 42 | 66% | 43% |
| Totals-Elementary Schools | Mother | 147 | 77% | 57% |
|  | Father | 70 | 72% | 34% |
|  | Both | 217 | 75% | 49% |
| Allan Jr. High | Mother | 5 | 61% | 20% |
|  | Father | 1 | 67% | 0% |
|  | Both | 6 | 62% | 17% |
| Martin Jr. High | Mother | 8 | 75% | 50% |
|  | Father | 4 | 73% | 50% |
|  | Both | 12 | 74% | 50% |
| Austin High | Mother | 9 | 65% | 11% |
|  | Father | 4 | 63% | 0% |
|  | Both | 13 | 64% | 8% |
| Johnston High | Mother | 9 | 84% | 78% |
|  | Father | 2 | 93% | 100% |
|  | Both | 11 | 86% | 82% |
| Totals-Secondary Schools | Mother | 31 | 72% | 42% |
|  | Father | 11 | 72% | 36% |
|  | Both | 42 | 72% | 41% |
| Totals-All Schools | Mother | 178 | 76% | 54% |
|  | Father | 81 | 72% | 34% |
|  | Both | 259 | 75% | 48% |

The second evaluation question was "Do parents of students participating in the ESAA Bilingual/Bicultural Project have knowledge of the activities of the Project and bilingual education?" Seventy-four percent of the parents interviewed stated that they had heard of the Bilingual/Bicultural Project. A very general review of comments to open-ended questions supports the conclusion that the majority of parents are aware of the major aims and activities of bilingual education.

This data can be of use to the Parental Involvement Coordinator in the 74-75 Bilingual/Bicultural Project for planning activities designed to affect parental attitudes and especially parental participation in school activities.

## Limitations of This Evaluation

Although this evaluation follows the assessment procedures outlined in the Project's proposal, there are several limitations which are reflected in the narrow scope of this report's conclusions.

1. The in-home interview design adopted for use yielded a smaller number of completed interviews than would have been preferred.
2. There is no baseline data to which to compare the results of this study. These data, however, may become baseline data for the next year's project.
3. There is no data available from other district schools on which to judge the relative positiveness of the attitudes of these parents.
4. The data reflect merely a level at the end of the first project year and can not be used to conclude any gain on the part of the parents as a result of Project activities.

ATTACHMENT 1 PARENT INTERVIEW FORMS- ENGLISH/SPANISH

## PARENT INTERVIEW
## ESAA BILINGUAL/BICULTURAL PROJECT
## AUSTIN INDEPENDENT SCHOOL DISTRICT

DATE: ____________________

INTERVIEWER: ____________________

SCHOOL REPRESENTED: ____________________

Parent's Name (s): ____________________

How many children do you have in the Austin Independent School District? ________

Which children are in ____________________ School?

Number in each grade
For this school only

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |

Are you a member of the PTA at ____________________ School?

Mother: ____________________

Father: ____________________

1. Would you like for your children to finish high school?

   Mother: ________Yes________No________Undecided

   Father: ________Yes________No________Undecided

2. Do you think parents should visit their children's school when asked to come by th principal, counselor, or a teacher?

   Mother: ________Yes________No________Undecided

   Father: ________Yes________No________Undecided

3. Do you think parents should visit their children's school only when asked to come b the principal, counselor, or a teacher?

   Mother: ________Yes________No________Undecided

   Father: ________Yes________No________Undecided

4. Do you think parents should visit their children's school for open house, meetings, and for special programs?

   Mother: ________Yes________No________Undecided

   Father: ________Yes________No________Undecided

5. How many times have you visited ______________________________ School since September for meetings or programs?

Mother________________________

Father________________________

6. How many times have you visited ______________________________ School since September during school time to see classroom activities or to help with activities or field trips?

Mother________________________

Father________________________

7. How often do you discuss your children's school work with them?

Mother: ________Often________Sometimes________Seldom________Never

Father: ________Often________Sometimes________Seldom________Never

8. Have you visited in your children's school more or less often this school year than last school year?

Mother: ________Less Often________Same________More Often

Father: ________Less Often________Same________More Often

9. Do you encourage your children to do their homework?

Mother: ________Often________Sometimes________Seldom________Never

Father: ________Often________Sometimes________Seldom________Never

10. Have you and your children arranged a regular time for them to do their homework?

________ Yes ________No

11. Have you and your children arranged for a quiet and comfortable place where they can do their homework?

________Yes ________No

12. Do you discuss with other parents the things happening at ________________ School?

Mother: ________Often________Sometimes________Seldom________Never

Father: ________Often________Sometimes________Seldom________Never

13. Do you read the notices and letters sent to you by the school?

Mother: ________Always________Most of the Time________Sometimes________Never

Father: ________Always________Most of the Time________Sometimes________Never

14. Do you discuss your children's report cards with them?

Mother: ________Always________Most of the Time________Sometimes________Never

Father: ________Always________Most of the Time________Sometimes________Never

15. How much does it matter if your child is absent from school?

Mother: ________Very Much________Not Very Much________No Opinion

Father: ________Very Much________Not Very Much________No Opinion

16. Have you ever heard of the Bilingual/Bicultural Project?

Mother: ________Yes ________No

Father: ________Yes ________No

17. What activities of the Bilingual/Bicultural Project do you know about?

Mother:

Father:

18. How do you feel about the Bilingual/Bicultural Project?

Mother:

Father:

19. Bilingual education means letting children who speak mostly Spanish learn in Spanish at school. Do you think there is too little, enough or too much bilingual education in the Austin Independent School District?

Mother: ________Too Little________Enough________Too Much________Don't Know

Father: ________Too Little________Enough________Too Much________Don't Know

20. What would you like for your children to do after high school?

Mother:

Father:

21. Are you satisfied with the education your children are receiving in school?

Mother: ____Yes____Mostly Satisfied____Mostly Dissatisfied____No____Undecided

Father: ____Yes____Mostly Satisfied____Mostly Dissatisfied____No____Undecided

22. Do you feel welcome in your child's school?

Mother: ____Yes____No____Undecided

Father: ____Yes____No____Undecided

## Entrevista de Padres
## PROYECTO ESAA BILINGUAL/BICULTURAL
## Districto Escolar de Austin

**Fecha:** ______________________________

**Entrevistador:** ______________________________

**Escuela Representada:** ______________________________

**Nombre de Padre(s):** ______________________________________________

**¿Cuañtos niños tiene usted en el Districto Escolar de Austin?** ____________________

**¿Cuaĺes son los niños que estan en la Escuela** ______________________________ **?**
**(Nombre de escuela)**

**Nuḿero en cada grado para soĺa esta escuela.**

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**¿ Es usted miembro del P. T. A. para la Escuela** ______________________________ **?**

**Madre:** ____________________

**Padre:** ____________________

1. **¿le gustaría a usted que sus niños terminen la escuela secundaria?**

   **Madre:** __________ **Sí** __________ **No** __________ **Indecisa**

   **Padre:** __________ **Sí** __________ **No** __________ **Indecise**

2. **¿Cree que los padres deben visitar la escuela de sus ninos cuando lo pide el principal, el consejero o el maestro(a)?**

   **Madre:** __________ **Sí** __________ **No** __________ **Indecisa**

   **Padre:** __________ **Sí** __________ **No** __________ **Indeciso**

3. **¿Cree que los padres deben visitar la escuela de sus niños solamente no maś cuando lo pide el principal, el consejero o el maestro(a)?**

   **Madre:** __________ **Sí** __________ **No** __________ **Indecisa**

   **Padre:** __________ **Sí** __________ **No** __________ **Indeciso**

4. **¿Creen ustedes que los padres deben visitar la escuela de sus niños durante "Casa Abierta" , juntas o para algunos programas especiales?**

   **Madre** __________ **Sí** __________ **No** __________ **Indecisa**

   **Padre** __________ **Sí** __________ **No** __________ **Indecisa**

5. **¿Cuañtas veces ha visitado la Escuela** ____________________ **desde septiembre para juntas o programas? Madre:** ______________ **Padre:** ______________

6. ¿Cuañtas veces ha visitado la Escuela____________________ desde septiembre durante tiempo de clases para ver las activitades en la clase o para ayudar con algunas actividades o un viaje?

Madre:__________ Padre:__________

7. ¿Cuañtas veces discute usted el trabajo escolar con sus niños?

Madre:______Con frecuencia______Algunas veces______Casi nunca______Nunca

Padre:______Con frecuencia______Algunas veces______Casi nunca______Nunca

8. ¿Ha visitado usted la escuela de sus niños con maś o menos frecuencia este año que el año pasado?

Madre:________con menos frecuencia________igual________frecuentemente

Padre:________con menos frecuencia________igual________frecuentemente

9. ¿Usted anima a sus niños que hagan su tarea?

Madre:_______con frecuencia_______algunas veces_______casi nunca_______nunca

Padre:_______con frecuencia_______algunas veces_______casi nunca_______nunca

10. ¿Han arreglado usted y sus niños un tiempo definido para que ellos hagan su tarea?

Si?__________ No:__________

11. ¿Han arreglado usted y sus niños un lugar que este confortable y silencioso para que ellos hagan su tarea?

Si?__________ No:__________

12. ¿Discuten ustedes con otros padres sobre las cosas o eventos que pasen en la Escuela __________________?

Madre:______con frecuencia______algunas veces______casi nunca______nunca

Padre:______con frecuencia______algunas veces______casi nunca______nunca

13. ¿Leen ustedes las notas o cartas que mandan de las escueles?

Madre:______con frecuencia______lo mas del tiempo______algunas veces______nunca

Padre:______con frecuencia______lo mas del tiempo______algunas veces______nunca

14. ¿Descuten ustedes la calificaciones o (reporte) con sus niños?

Madre:______siempre______lo mas del tiempo______algunas veces______nunca

Padre:______siempre______lo mas del tiempo______algunas veces______nunca

15. ¿Le importa a usted mucho si su niño no atiende a la escuela?

Madre:__________mucho__________poco__________no opinioñ

Padre:__________mucho__________poco__________no opinioñ

16. ¿Ha oido usted del proyecto Bilingüe/Bicultural?

Madre:__________Sí__________No

Padre:__________Sí__________No

17. ¿De qué actividades del proyecto Bilingüe/Bicultural está usted enterado?

Madre:

Padre:

18. ¿Qué opina usted del proyecto Bilingüe/Bicultural?

Madre:

Padre:

19. La educación bilingüe le da la oportunidad a los niños que hablan más en español, en la escuela.

¿Cree usted que teñemos bastante o mucha educación bilingüe en el districto escolar de Austin?

Madre:________muy poca________bastante________mucha________no sé

Padre:________muy poca________bastante________mucha________no sé

20. ¿Qué le gustaría a usted que sus niños hicieran después de que terminan la escuela secundaria?

Madre:

Padre:

21. ¿Está satisfecho(a) de la educación que están recibiendo sus niños en la escuela?

Madre:_____Sí_____Más o menos satisfecha_____menos disatisfecha_____No_____Indecisa

Padre:_____Sí_____Más o menos satisfecha_____menos disatisfecha_____No_____Indeciso

22. ¿Se siente usted bien recibido en la escuela de sus niños?

Madre:__________Sí__________No__________Indecisa

Padre:__________Sí__________No__________Indeciso

ATTACHMENT II RESPONSES TO PARENT INTERVIEWS

1. Would you like for your children to finish high school?

Mother: __________ Yes __________ No __________ Undecided __________
Father: __________ Yes __________ No __________ Undecided __________

Positive Response: Yes

BECKET TOTAL

Sixth

| SCHOOL | PARENT | NUMBER OF PARENTS | YES<br>NUMBER (%) | NO<br>NUMBER (%) | UNDECIDED<br>NUMBER (%) |
|---|---|---|---|---|---|
| Allison K | Mother | 36 | 33 (92) | 3 (8) | 0 (0) |
| | Father | 23 | 21 (91) | 2 (9) | 0 (0) |
| | Both | 59 | 54 (92) | 5 (8) | 0 (0) |
| Govalle 2nd | Mother | 40 | 40 (100) | 0 (0) | 0 (0) |
| | Father | 12 | 12 (100) | 0 (0) | 0 (0) |
| | Both | 52 | 52 (100) | 0 (0) | 0 (0) |
| Metz K | Mother | 39 | 37 (95) | 2 (5) | 0 (0) |
| | Father | 22 | 21 (95) | 1 (5) | 0 (0) |
| | Both | 61 | 58 (95) | 3 (5) | 0 (0) |
| Palm 2nd | Mother | 32 | 24 (75) | 5 (15) | 3 (10) |
| | Father | 8 | 7 (88) | 1 (12) | 0 (0) |
| | Both | 40 | 31 (78) | 6 (15) | 3 (7) |
| Totals-Elementary Schools | Mother | 147 | 134 (91) | 10 (7) | 3 (2) |
| | Father | 65 | 61 (94) | 4 (6) | 0 (0) |
| | Both | 212 | 195 (92) | 14 (7) | 3 (1) |
| Allan Jr. High 6 | Mother | 5 | 4 (80) | 1 (20) | 0 (0) |
| | Father | 1 | 1 (100) | 0 (0) | 0 (0) |
| | Both | 6 | 5 (83) | 1 (17) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 (0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 (0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 (0) | 0 (0) |
| Austin High | Mother | 7 | 7 (100) | 0 (0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 (0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 (0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 (0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 (0) | 0 (0) |
| | Both | 12 | 12 (100) | 0 (0) | 0 (0) |
| Totals-Secondary Schools | Mother | 27 | 26 (96) | 1 (4) | 0 (0) |
| | Father | 11 | 11 (100) | 0 (0) | 0 (0) |
| | Both | 38 | 37 (97) | 1 (3) | 0 (0) |
| Totals-All Schools | Mother | 174 | 160 (92) | 11 (6) | 3 (2) |
| | Father | 76 | 72 (95) | 4 (5) | 0 (0) |
| | Both | 250 | 232 (93) | 15 (6) | 3 (1) |

2. Do you think parents should visit their children's school when asked to come by the principal, counselor, or a teacher?

Mother: __________ Yes __________ No __________ Undecided
Father: __________ Yes __________ No __________ Undecided

Positive Response: Yes

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) | UNDECIDED NUMBER (%) |
|---|---|---|---|---|---|
| Allison | Mother | 35 | 32 (91) | 3 ( 9) | 0 (0) |
| | Father | 21 | 18 (86) | 3 (14) | 0 (0) |
| | Both | 56 | 50 (89) | 6 (11) | 0 (0) |
| Govalle | Mother | 39 | 39 (100) | 0 ( 0) | 0 (0) |
| | Father | 11 | 11 (100) | 0 ( 0) | 0 (0) |
| | Both | 50 | 50 (100) | 0 ( 0) | 0 (0) |
| Metz | Mother | 38 | 35 (92) | 2 ( 5) | 1 (3) |
| | Father | 24 | 23 (96) | 1 ( 4) | 0 (0) |
| | Both | 62 | 58 (93) | 3 ( 5) | 1 (2) |
| Palm | Mother | 32 | 27 (85) | 3 ( 9) | 2 (6) |
| | Father | 9 | 8 (89) | 1 (11) | 0 (0) |
| | Both | 41 | 35 (85) | 4 (10) | 2 (5) |
| Totals-Elementary Schools | Mother | 144 | 133 (92) | 8 ( 6) | 3 (2) |
| | Father | 65 | 60 (92) | 5 ( 8) | 0 (0) |
| | Both | 209 | 193 (93) | 13 ( 6) | 3 (1) |
| Allan Jr. High | Mother | 5 | 4 (80) | 1 (20) | 0 (0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 (0) |
| | Both | 6 | 5 (83) | 1 (17) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 ( 0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 (0) |
| Austin High | Mother | 7 | 7 (100) | 0 ( 0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 ( 0) | 0 (0) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 (0) |
| | Both | 11 | 11 (100) | 0 ( 0) | 0 (0) |
| Totals-Secondary Schools | Mother | 27 | 26 ( 96) | 1 ( 4) | 0 (0) |
| | Father | 10 | 10 (100) | 0 ( 0) | 0 (0) |
| | Both | 37 | 36 ( 97) | 1 ( 3) | 0 (0) |
| Totals-All Schools | Mother | 171 | 159 ( 93) | 9 ( 5) | 3 (2) |
| | Father | 75 | 70 ( 93) | 5 ( 7) | 0 (0) |
| | Both | 246 | 229 ( 93) | 14 ( 6) | 3 (1) |

3. Do you think parents should visit their children' s school only when asked to come by the principal, counselor, or a teacher?

Mother: __________ Yes __________ No __________ Undecided __________
Father: __________ Yes __________ No __________ Undecided __________

Positive Response: No

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) | UNDECIDED NUMBER (%) |
|---|---|---|---|---|---|
| Allison | Mother | 36 | 18 (50) | 12 (33) | 6 (17) |
| | Father | 20 | 7 (35) | 12 (60) | 1 ( 5) |
| | Both | 56 | 25 (45) | 24 (43) | 7 (12) |
| Govalle | Mother | 39 | 1 ( 3) | 37 (94) | 1 ( 3) |
| | Father | 10 | 1 (10) | 9 (90) | 0 ( 0) |
| | Both | 49 | 2 ( 4) | 46 (94) | 1 ( 2) |
| Metz | Mother | 39 | 5 (13) | 29 (74) | 5 (13) |
| | Father | 24 | 4 (17) | 19 (79) | 1 ( 4) |
| | Both | 63 | 9 (14) | 48 (76) | 6 (10) |
| Palm | Mother | 28 | 5 (18) | 17 (61) | 6 (21) |
| | Father | 9 | 4 (44) | 3 (33) | 2 (23) |
| | Both | 37 | 9 (24) | 20 (54) | 8 (22) |
| Totals-Elementary Schools | Mother | 142 | 29 (20) | 95 (67) | 18 (13) |
| | Father | 63 | 16 (25) | 43 (69) | 4 ( 6) |
| | Both | 205 | 45 (22) | 138 (67) | 22 (11) |
| Allan Jr. High | Mother | 5 | 4 (80) | 0 ( 0) | 1 (20) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 5 (83) | 0 ( 0) | 1 (17) |
| Martin Jr. High | Mother | 6 | 1 (17) | 5 (83) | 0 ( 0) |
| | Father | 4 | 0 ( 0) | 4 (100) | 0 ( 0) |
| | Both | 10 | 1 (10) | 9 (90) | 0 ( 0) |
| Austin High | Mother | 7 | 3 (43) | 4 (57) | 0 ( 0) |
| | Father | 3 | 1 (33) | 2 (67) | 0 ( 0) |
| | Both | 10 | 4 (40) | 6 (60) | 0 ( 0) |
| Johnston High | Mother | 8 | 0 ( 0) | 8 (100) | 0 ( 0) |
| | Father | 3 | 0 ( 0) | 3 (100) | 0 ( 0) |
| | Both | 11 | 0 ( 0) | 11 (100) | 0 ( 0) |
| Totals-Secondary Schools | Mother | 26 | 8 (31) | 17 (65) | 1 ( 4) |
| | Father | 11 | 2 (18) | 9 (82) | 0 ( 0) |
| | Both | 37 | 10 (27) | 26 (70) | 1 ( 3) |
| Totals-All Schools | Mother | 168 | 37 (22) | 112 (67) | 19 (11) |
| | Father | 74 | 18 (24) | 52 (71) | 4 ( 5) |
| | Both | 242 | 55 (22) | 164 (68) | 23 (10) |

4. Do you think parents should visit their children's school for open house, meetings, and for special programs?

Mother: __________ Yes __________ No __________ Undecided
Father: __________ Yes __________ No __________ Undecided

Positive Response: Yes

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) | UNDECIDED NUMBER (%) |
|---|---|---|---|---|---|
| Allison | Mother | 34 | 29 (85) | 5 (15) | 0 (0) |
| | Father | 19 | 16 (84) | 3 (16) | 0 (0) |
| | Both | 53 | 45 (85) | 8 (15) | 0 (0) |
| Govalle | Mother | 38 | 37 (97) | 1 ( 3) | 0 (0) |
| | Father | 9 | 9 (100) | 0 ( 0) | 0 (0) |
| | Both | 47 | 46 (98) | 1 ( 2) | 0 (0) |
| Metz | Mother | 39 | 35 (90) | 3 ( 8) | 1 (2) |
| | Father | 22 | 20 (91) | 2 ( 9) | 0 (0) |
| | Both | 61 | 55 (90) | 5 ( 8) | 1 (2) |
| Palm | Mother | 33 | 27 (82) | 5 (15) | 1 (3) |
| | Father | 10 | 8 (80) | 2 (20) | 0 (0) |
| | Both | 43 | 35 (82) | 7 (16) | 1 (2) |
| Totals-Elementary Schools | Mother | 144 | 128 (89) | 14 (10) | 2 (1) |
| | Father | 60 | 53 (88) | 7 (12) | 0 (0) |
| | Both | 204 | 181 (89) | 21 (10) | 2 (1) |
| Allan Jr. High | Mother | 5 | 4 (80) | 1 (20) | 0 (0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 (0) |
| | Both | 6 | 5 (83) | 1 (17) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 ( 0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 (0) |
| Austin High | Mother | 6 | 6 (100) | 0 ( 0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 (0) |
| | Both | 9 | 9 (100) | 0 ( 0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 ( 0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 (0) |
| | Both | 12 | 12 (100) | 0 ( 0) | 0 (0) |
| Totals-Secondary Schools | Mother | 26 | 25 (96) | 1 ( 4) | 0 (0) |
| | Father | 11 | 11 (100) | 0 ( 0) | 0 (0) |
| | Both | 37 | 36 (97) | 1 ( 3) | 0 (0) |
| Totals-All Schools | Mother | 170 | 153 (90) | 15 ( 9) | 2 (1) |
| | Father | 71 | 64 (90) | 7 (10) | 0 (0) |
| | Both | 241 | 217 (90) | 22 ( 9) | 2 (1) |

5. How many times have you visited ______________ School since September for meetings or programs?

Mother: __________
Father: __________

Positive response: At least once

| SCHOOL | PARENT | NUMBER OF PARENTS | ONCE OR MORE NUMBER (%) | NONE NUMBER (%) | AVERAGE # OF VISITS |
|---|---|---|---|---|---|
| Allison | Mother | 36 | 29 (81) | 7 (19) | 3.32 |
| | Father | 11 | 8 (73) | 3 ( 7) | 1.80 |
| | Both | 47 | 37 (79) | 10 (21) | 2.98 |
| Govalle | Mother | 44 | 36 (82) | 8 (18) | 5.49 |
| | Father | 10 | 2 (20) | 8 (80) | 0.40 |
| | Both | 54 | 38 (70) | 16 (30) | 4.53 |
| Metz | Mother | 37 | 30 (81) | 7 (19) | 3.26 |
| | Father | 20 | 9 (45) | 11 (55) | 0.68 |
| | Both | 57 | 39 (68) | 18 (32) | 2.35 |
| Palm | Mother | 36 | 25 (69) | 11 (31) | 2.47 |
| | Father | 10 | 5 (50) | 5 (50) | 1.33 |
| | Both | 46 | 30 (65) | 16 (35) | 2.22 |
| Totals-Elementary Schools | Mother | 153 | 120 (78) | 33 (22) | 3.46 |
| | Father | 51 | 24 (47) | 27 (53) | 0.98 |
| | Both | 204 | 144 (71) | 60 (29) | 2.85 |
| Allan Jr. High | Mother | 5 | 1 (20) | 4 (80) | 0.40 |
| | Father | 1 | 0 ( 0) | 1 (100) | 0.00 |
| | Both | 6 | 1 (17) | 5 (83) | 0.33 |
| Martin Jr. High | Mother | 4 | 2 (50) | 2 (50) | 2.00 |
| | Father | 2 | 1 (50) | 1 (50) | 2.50 |
| | Both | 6 | 3 (50) | 3 (50) | 2.17 |
| Austin High | Mother | 9 | 3 (33) | 6 (67) | 1.00 |
| | Father | 5 | 1 (20) | 4 (80) | 0.60 |
| | Both | 14 | 4 (29) | 10 (71) | 0.86 |
| Johnston High | Mother | 13 | 10 (77) | 3 (23) | 3.85 |
| | Father | 4 | 2 (50) | 2 (50) | 1.50 |
| | Both | 17 | 12 (71) | 5 (29) | 3.29 |
| Totals-Secondary Schools | Mother | 23 | 13 (57) | 10 (43) | 2.73 |
| | Father | 8 | 3 (38) | 5 (62) | 1.40 |
| | Both | 31 | 16 (52) | 15 (48) | 2.59 |
| Totals-All Schools | Mother | 176 | 133 (76) | 43 (24) | 3.42 |
| | Father | 59 | 27 (46) | 32 (54) | 1.05 |
| | Both | 235 | 160 (68) | 75 (32) | 2.82 |

6. How many times have you visited ____________ School since September during school time to see classroom situations or to help with activities or field trips?

Mother: ___________
Father: ___________

Positive Response: At least once

| SCHOOL | PARENT | NUMBER OF PARENTS | ONCE OR MORE NUMBER (%) | NONE NUMBER (%) | AVERAGE # OF VISITS |
|---|---|---|---|---|---|
| **Allison** | **Mother** | 35 | 15 (43) | 20 (57) | 0.94 |
| | **Father** | 15 | 1 ( 7) | 14 (93) | 0.13 |
| | **Both** | 50 | 16 (32) | 34 (68) | 0.69 |
| **Govalle** | **Mother** | 37 | 14 (38) | 23 (62) | 1.53 |
| | **Father** | 9 | 0 ( 0) | 9 (100) | 0.00 |
| | **Both** | 46 | 14 (30) | 32 (70) | 1.22 |
| **Metz** | **Mother** | 33 | 21 (64) | 12 (36) | 1.84 |
| | **Father** | 17 | 3 (18) | 14 (82) | 0.41 |
| | **Both** | 50 | 24 (48) | 26 (52) | 1.33 |
| **Palm** | **Mother** | 31 | 15 (48) | 16 (52) | 1.62 |
| | **Father** | 6 | 1 (17) | 5 (83) | 0.50 |
| | **Both** | 37 | 16 (43) | 21 (57) | 1.43 |
| Totals-Elementary Schools | Mother | 136 | 65 (48) | 71 (52) | 1.47 |
| | Father | 47 | 5 (11) | 42 (89) | 0.26 |
| | Both | 183 | 70 (38) | 113 (62) | 1.15 |
| Allan Jr. High | Mother | 5 | 1 (20) | 4 (80) | 0.20 |
| | Father | 1 | 0 ( 0) | 1 (100) | 0.00 |
| | Both | 6 | 1 (17) | 5 (83) | 0.17 |
| Martin Jr. High | Mother | 5 | 1 (20) | 4 (80) | 0.50 |
| | Father | 3 | 0 ( 0) | 3 (100) | 0.00 |
| | Both | 8 | 1 (12) | 7 (88) | 0.33 |
| Austin High | Mother | 8 | 1 (13) | 7 (87) | 0.75 |
| | Father | 4 | 1 (25) | 3 (75) | 0.75 |
| | Both | 12 | 2 (17) | 10 (83) | 0.75 |
| Johnston High | Mother | 9 | 3 (33) | 6 (67) | 2.00 |
| | Father | 2 | 1 (50) | 1 (50) | 2.50 |
| | Both | 11 | 4 (36) | 7 (64) | 2.09 |
| Totals-Secondary Schools | Mother | 27 | 5 (19) | 22 (81) | 0.96 |
| | Father | 9 | 1 (11) | 8 (89) | 0.83 |
| | Both | 36 | 6 (17) | 30 (83) | 0.93 |
| Totals-All Schools | Mother | 163 | 70 (43) | 93 (57) | 1.39 |
| | Father | 56 | 6 (11) | 50 (89) | 0.32 |
| | Both | 219 | 76 (35) | 143 (65) | 1.12 |

7. How often do you discuss your children's school work with them?

Mother: _______ Often _______ Sometimes _______ Seldom _______ Never
Father: _______ Often _______ Sometimes _______ Seldom _______ Never

Positive Response: Often, Sometimes

| SCHOOL | PARENT | NUMBER OF PARENTS | OFTEN NUMBER (%) | SOMETIMES NUMBER (%) | SELDOM NUMBER (%) | NEVER NUMBER (%) |
|---|---|---|---|---|---|---|
| Allison | Mother | 36 | 24 (67) | 9 (25) | 2 ( 5) | 1 ( 3) |
| | Father | 22 | 12 (55) | 10 (45) | 0 ( 0) | 0 ( 0) |
| | Both | 58 | 36 (62) | 19 (33) | 2 ( 3) | 1 ( 2) |
| Govalle | Mother | 37 | 26 (70) | 8 (22) | 3 ( 8) | 0 ( 0) |
| | Father | 11 | 7 (64) | 2 (18) | 2 (18) | 0 ( 0) |
| | Both | 48 | 33 (69) | 10 (21) | 5 (10) | 0 ( 0) |
| Metz | Mother | 39 | 25 (64) | 11 (28) | 3 ( 8) | 0 ( 0) |
| | Father | 21 | 12 (57) | 7 (33) | 2 (10) | 0 ( 0) |
| | Both | 60 | 37 (62) | 18 (30) | 5 ( 8) | 0 ( 0) |
| Palm | Mother | 31 | 15 (48) | 12 (39) | 3 (10) | 1 ( 3) |
| | Father | 10 | 4 (40) | 5 (50) | 0 ( 0) | 1 (10) |
| | Both | 41 | 19 (46) | 17 (42) | 3 ( 7) | 2 ( 5) |
| Totals-Elementary Schools | Mother | 143 | 90 (63) | 40 (28) | 11 ( 8) | 2 ( 1) |
| | Father | 64 | 35 (55) | 24 (37) | 4 ( 6) | 1 ( 2) |
| | Both | 207 | 125 (60) | 64 (31) | 15 ( 7) | 3 ( 2) |
| Allan Jr. High | Mother | 5 | 4 (80) | 1 (20) | 0 ( 0) | 0 ( 0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 5 (83) | 1 (17) | 0 ( 0) | 0 ( 0) |
| Martin Jr. High | Mother | 6 | 4 (66) | 1 (17) | 0 ( 0) | 1 (17) |
| | Father | 4 | 2 (50) | 1 (25) | 1 (25) | 0 ( 0) |
| | Both | 10 | 6 (60) | 2 (20) | 1 (10) | 1 (10) |
| Austin High | Mother | 7 | 5 (72) | 1 (14) | 0 ( 0) | 1 (14) |
| | Father | 3 | 0 ( 0) | 2 (67) | 1 (33) | 0 ( 0) |
| | Both | 10 | 5 (50) | 3 (30) | 1 (10) | 1 (10) |
| Johnston High | Mother | 9 | 6 (67) | 1 (11) | 1 (11) | 1 (11) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 11 | 8 (73) | 1 ( 9) | 1 ( 9) | 1 ( 9) |
| Totals-Secondary Schools | Mother | 27 | 19 (70) | 4 (15) | 1 ( 4) | 3 (11) |
| | Father | 10 | 5 (50) | 3 (30) | 2 (20) | 0 ( 0) |
| | Both | 37 | 24 (65) | 7 (19) | 3 ( 8) | 3 ( 8) |
| Totals-All Schools | Mother | 170 | 109 (64) | 44 (26) | 12 ( 7) | 5 ( 3) |
| | Father | 74 | 40 (55) | 27 (36) | 6 ( 8) | 1 ( 1) |
| | Both | 244 | 149 (61) | 71 (29) | 18 ( 8) | 6 ( 2) |

8. Have you visited in your children's school more or less often this school year than last school year?

Mother: _______ Less Often _______ Same _______ More Often
Father: _______ Less Often _______ Same _______ More Often

Positive Response: More Often

| SCHOOL | PARENT | NUMBER OF PARENTS | LESS OFTEN NUMBER (%) | SAME NUMBER (%) | MORE OFTEN NUMBER (%) |
|---|---|---|---|---|---|
| **Allison** | **Mother** | 35 | 20 (57) | 6 (17) | 9 (26) |
| | **Father** | 17 | 5 (29) | 9 (53) | 3 (18) |
| | **Both** | 52 | 25 (48) | 15 (29) | 12 (23) |
| **Govalle** | **Mother** | 36 | 16 (44) | 9 (25) | 11 (31) |
| | **Father** | 15 | 3 (20) | 11 (73) | 1 ( 7) |
| | **Both** | 51 | 19 (37) | 20 (39) | 12 (24) |
| **Metz** | **Mother** | 38 | 8 (21) | 10 (26) | 20 (53) |
| | **Father** | 21 | 6 (29) | 11 (52) | 4 (19) |
| | **Both** | 59 | 14 (24) | 21 (35) | 24 (41) |
| **Palm** | **Mother** | 34 | 9 (26) | 17 (50) | 8 (24) |
| | **Father** | 8 | 4 (50) | 1 (13) | 3 (37) |
| | **Both** | 42 | 13 (31) | 18 (43) | 11 (26) |
| **Totals- Elementary Schools** | **Mother** | 143 | 53 (37) | 42 (29) | 48 (34) |
| | **Father** | 61 | 18 (30) | 32 (52) | 11 (18) |
| | **Both** | 204 | 71 (35) | 74 (36) | 59 (29) |
| **Allan Jr. High** | Mother | 5 | 4 (80) | 0 ( 0) | 1 (20) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 5 (83) | 0 ( 0) | 1 (17) |
| Martin Jr. High | Mother | 6 | 3 (50) | 3 (50) | 0 ( 0) |
| | Father | 4 | 3 (75) | 1 (25) | 0 ( 0) |
| | Both | 10 | 6 (60) | 4 (40) | 0 ( 0) |
| Austin High | Mother | 7 | 2 (29) | 3 (42) | 2 (29) |
| | Father | 3 | 1 (33) | 0 ( 0) | 2 (67) |
| | Both | 10 | 3 (30) | 3 (30) | 4 (40) |
| Johnston High | Mother | 9 | 2 (22) | 4 (45) | 3 (33) |
| | Father | 2 | 1 (50) | 0 ( 0) | 1 (50) |
| | Both | 11 | 3 (28) | 4 (36) | 4 (36) |
| Totals- Secondary Schools | Mother | 27 | 11 (41) | 10 (37) | 6 (22) |
| | Father | 10 | 6 (60) | 1 (10) | 3 (30) |
| | Both | 37 | 17 (46) | 11 (30) | 9 (24) |
| Totals- All Schools | Mother | 170 | 64 (38) | 52 (30) | 54 (32) |
| | Father | 71 | 24 (34) | 33 (46) | 14 (20) |
| | Both | 241 | 88 (37) | 85 (35) | 68 (28) |

9. Do you encourage your children to do their homework?

Mother: ________ Often ________ Sometimes ________ Seldom ________ Never
Father: ________ Often ________ Sometimes ________ Seldom ________ Never

Positive Response: Often, Sometimes

| SCHOOL | PARENT | NUMBER OF PARENTS | OFTEN NUMBER (%) | SOMETIMES NUMBER (%) | SELDOM NUMBER (%) | NEVER NUMBER (%) |
|---|---|---|---|---|---|---|
| Allison | Mother | 36 | 31 (86) | 4 (11) | 1 ( 3) | 0 ( 0) |
| | Father | 19 | 15 (79) | 4 (21) | 0 ( 0) | 0 ( 0) |
| | Both | 55 | 46 (84) | 8 (14) | 1 ( 2) | 0 ( 0) |
| Govalle | Mother | 35 | 26 (74) | 7 (20) | 2 ( 6) | 0 ( 0) |
| | Father | 9 | 7 (78) | 2 (22) | 0 ( 0) | 0 ( 0) |
| | Both | 44 | 33 (75) | 9 (20) | 2 ( 5) | 0 ( 0) |
| Metz | Mother | 40 | 37 (92) | 3 ( 8) | 0 ( 0) | 0 ( 0) |
| | Father | 22 | 20 (91) | 2 ( 9) | 0 ( 0) | 0 ( 0) |
| | Both | 62 | 57 (92) | 5 ( 8) | 0 ( 0) | 0 ( 0) |
| Palm | Mother | 31 | 19 (61) | 9 (29) | 3 (10) | 0 ( 0) |
| | Father | 9 | 6 (67) | 3 (33) | 0 ( 0) | 0 ( 0) |
| | Both | 40 | 25 (62) | 12 (30) | 3 ( 8) | 0 ( 0) |
| Totals-Elementary Schools | Mother | 142 | 113 (80) | 23 (16) | 6 ( 4) | 0 ( 0) |
| | Father | 59 | 48 (81) | 11 (19) | 0 ( 0) | 0 ( 0) |
| | Both | 201 | 161 (80) | 34 (17) | 6 ( 3) | 0 ( 0) |
| Allan Jr. High | Mother | 5 | 5 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 6 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| Martin Jr. High | Mother | 6 | 5 (83) | 1 (17) | 0 ( 0) | 0 ( 0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 10 | 9 (90) | 1 (10) | 0 ( 0) | 0 ( 0) |
| Austin High | Mother | 7 | 6 (86) | 0 ( 0) | 0 ( 0) | 1 (14) |
| | Father | 3 | 2 (67) | 1 (33) | 0 ( 0) | 0 ( 0) |
| | Both | 10 | 8 (80) | 1 (10) | 0 ( 0) | 1 (10) |
| Johnston High | Mother | 9 | 8 (89) | 1 (11) | 0 ( 0) | 0 ( 0) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 11 | 10 (91) | 1 ( 9) | 0 ( 0) | 0 ( 0) |
| Totals-Secondary Schools | Mother | 27 | 24 (89) | 2 ( 7) | 0 ( 0) | 1 ( 4) |
| | Father | 10 | 9 (90) | 1 (10) | 0 ( 0) | 0 ( 0) |
| | Both | 37 | 33 (89) | 3 ( 8) | 0 ( 0) | 1 ( 3) |
| Totals-All Schools | Mother | 169 | 137 (81) | 25 (15) | 6 ( 3) | 1 ( 1) |
| | Father | 69 | 57 (83) | 12 (17) | 0 ( 0) | 0 ( 0) |
| | Both | 238 | 194 (82) | 37 (16) | 6 ( 2) | 1 ( 0) |

10. Have you and your children arranged a regular time for them to do their homework?

________ Yes ________ No

Positive Response: Yes

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) |
|---|---|---|---|---|
| Allison | Mother<br>Father<br>Both | 35 | 26 (74) | 9 (26) |
| Govalle | Mother<br>Father<br>Both | 37 | 23 (62) | 14 (38) |
| Metz | Mother<br>Father<br>Both | 41 | 34 (83) | 7 (17) |
| Palm | Mother<br>Father<br>Both | 33 | 23 (70) | 10 (30) |
| Totals-Elementary Schools | Mother<br>Father<br>Both | 146 | 106 (73) | 40 (27) |
| Allan Jr. High | Mother<br>Father<br>Both | 5 | 1 (20) | 4 (80) |
| Martin Jr. High | Mother<br>Father<br>Both | 7 | 5 (71) | 2 (29) |
| Austin High | Mother<br>Father<br>Both | 6 | 1 (17) | 5 (83) |
| Johnston High | Mother<br>Father<br>Both | 10 | 6 (60) | 4 (40) |
| Totals-Secondary Schools | Mother<br>Father<br>Both | 28 | 13 (46) | 15 (54) |
| Totals-All Schools | Mother<br>Father<br>Both | 174 | 119 (68) | 55 (32) |

11. Have you and your children arranged for a quiet and comfortable place where they can do their homework?

_______ Yes _______ No

Positive Response: Yes

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) |
|---|---|---|---|---|
| Allison | Mother<br>Father<br>Both | 35 | 28 (80) | 7 (20) |
| Govalle | Mother<br>Father<br>Both | 33 | 28 (85) | 5 (15) |
| Metz | Mother<br>Father<br>Both | 39 | 33 (85) | 6 (15) |
| Palm | Mother<br>Father<br>Both | 31 | 19 (61) | 12 (39) |
| Totals-Elementary Schools | Mother<br>Father<br>Both | 138 | 108 (78) | 30 (22) |
| Allan Jr. High | Mother<br>Father<br>Both | 5 | 4 (80) | 1 (20) |
| Martin Jr. High | Mother<br>Father<br>Both | 6 | 6 (100) | 0 ( 0) |
| Austin High | Mother<br>Father<br>Both | 7 | 5 (71) | 2 (29) |
| Johnston High | Mother<br>Father<br>Both | 10 | 9 (90) | 1 (10) |
| Totals-Secondary Schools | Mother<br>Father<br>Both | 28 | 24 (86) | 4 (14) |
| Totals-All Schools | Mother<br>Father<br>Both | 166 | 132 (80) | 34 (20) |

12. Do you discuss with other parents the things happening at ______________ School?

Mother: ______ Often _______ Sometimes _______ Seldom _______ Never
Father: ______ Often _______ Sometimes _______ Seldom _______ Never

Positive Response: Often, Sometimes

| SCHOOL | PARENT | NUMBER OF PARENTS | OFTEN NUMBER (%) | SOMETIMES NUMBER (%) | SELDOM NUMBER (%) | NEVER NUMBER (%) |
|---|---|---|---|---|---|---|
| Allison | Mother | 36 | 6 (17) | 8 (22) | 5 (14) | 17 (47) |
| | Father | 17 | 1 ( 6) | 4 (24) | 3 (18) | 9 (52) |
| | Both | 53 | 7 (13) | 12 (23) | 8 (15) | 26 (49) |
| Govalle | Mother | 36 | 7 (19) | 17 (47) | 1 ( 3) | 11 (31) |
| | Father | 9 | 1 (11) | 4 (45) | 2 (22) | 2 (22) |
| | Both | 45 | 8 (18) | 21 (47) | 3 ( 7) | 13 (28) |
| Metz | Mother | 39 | 7 (18) | 16 (41) | 5 (13) | 11 (28) |
| | Father | 21 | 4 (19) | 8 (38) | 2 (10) | 7 (33) |
| | Both | 60 | 11 (18) | 24 (40) | 7 (12) | 18 (30) |
| Palm | Mother | 36 | 7 (19) | 12 (33) | 8 (22) | 9 (26) |
| | Father | 9 | 3 (33) | 3 (33) | 1 (11) | 2 (23) |
| | Both | 45 | 10 (22) | 15 (33) | 9 (20) | 11 (25) |
| Totals-Elementary Schools | Mother | 147 | 27 (18) | 53 (36) | 19 (12) | 48 (34) |
| | Father | 56 | 9 (16) | 19 (34) | 8 (14) | 20 (36) |
| | Both | 203 | 36 (18) | 72 (35) | 27 (13) | 68 (34) |
| Allan Jr. High | Mother | 5 | 2 (40) | 1 (20) | 1 (20) | 1 (20) |
| | Father | 1 | 0 ( 0) | 1 (100) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 2 (33) | 2 (33) | 1 (17) | 1 (17) |
| Martin Jr. High | Mother | 6 | 3 (50) | 2 (33) | 0 ( 0) | 1 (17) |
| | Father | 4 | 1 (25) | 2 (50) | 0 ( 0) | 1 (25) |
| | Both | 10 | 4 (40) | 4 (40) | 0 ( 0) | 2 (20) |
| Austin High | Mother | 7 | 1 (14) | 0 ( 0) | 1 (14) | 5 (72) |
| | Father | 3 | 0 ( 0) | 0 ( 0) | 0 ( 0) | 3 (100) |
| | Both | 10 | 1 (10) | 0 ( 0) | 1 (10) | 8 (80) |
| Johnston High | Mother | 9 | 5 (56) | 2 (22) | 1 (11) | 1 (11) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 11 | 7 (64) | 2 (18) | 1 ( 9) | 1 ( 9) |
| Totals-Secondary Schools | Mother | 27 | 11 (41) | 5 (19) | 3 (11) | 8 (29) |
| | Father | 10 | 3 (30) | 3 (30) | 0 ( 0) | 4 (40) |
| | Both | 37 | 14 (38) | 8 (22) | 3 (21) | 12 (19) |
| Totals-All Schools | Mother | 174 | 38 (22) | 58 (33) | 22 (13) | 56 (32) |
| | Father | 66 | 12 (18) | 22 (33) | 8 (12) | 24 (37) |
| | Both | 240 | 50 (21) | 80 (33) | 30 (13) | 80 (33) |

13. Do you read the notices and letters sent to you by the school?

Mother: ______ Always ______ Most of the Time ______ Sometimes ______ Never
Father: ______ Always ______ Most of the Time ______ Sometimes ______ Never

Positive Response: Always

| SCHOOL | PARENT | NUMBER OF PARENTS | ALWAYS NUMBER (%) | MOST OF THE TIME NUMBER (%) | SOMETIMES NUMBER (%) | NEVER NUMBER (%) |
|---|---|---|---|---|---|---|
| Allison | Mother | 36 | 33 (92) | 3 ( 8) | 0 ( 0) | 0 (0) |
| | Father | 21 | 16 (76) | 4 (19) | 1 ( 5) | 0 (0) |
| | Both | 57 | 49 (86) | 7 (12) | 1 ( 2) | 0 (0) |
| Govalle | Mother | 37 | 31 (84) | 3 ( 8) | 3 ( 8) | 0 (0) |
| | Father | 11 | 11 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 48 | 42 (88) | 3 ( 6) | 3 ( 6) | 0 (0) |
| Metz | Mother | 39 | 33 (84) | 4 (10) | 1 ( 3) | 1 (3) |
| | Father | 21 | 17 (80) | 2 (10) | 2 (10) | 0 (0) |
| | Both | 60 | 50 (83) | 6 (10) | 3 ( 5) | 1 (2) |
| Palm | Mother | 34 | 24 (71) | 2 ( 6) | 8 (23) | 0 (0) |
| | Father | 9 | 7 (78) | 2 (22) | 0 ( 0) | 0 (0) |
| | Both | 43 | 31 (72) | 4 ( 9) | 8 (19) | 0 (0) |
| Totals-Elementary Schools | Mother | 146 | 121 (83) | 12 ( 8) | 12 ( 8) | 1 (1) |
| | Father | 62 | 51 (82) | 8 (13) | 3 ( 5) | 0 (0) |
| | Both | 208 | 172 (83) | 20 (10) | 15 ( 7) | 1 (0) |
| Allan Jr. High | Mother | 5 | 4 (80) | 1 (20) | 0 ( 0) | 0 (0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 6 | 5 (83) | 1 (17) | 0 ( 0) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Austin High | Mother | 7 | 7 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 11 | 11 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Totals-Secondary Schools | Mother | 27 | 26 (96) | 1 ( 4) | 0 ( 0) | 0 (0) |
| | Father | 10 | 10 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 37 | 36 (97) | 1 ( 3) | 0 ( 0) | 0 (0) |
| Totals-All Schools | Mother | 173 | 147 (85) | 13 ( 7) | 12 ( 7) | 1 (1) |
| | Father | 72 | 61 (85) | 8 (11) | 3 ( 4) | 0 (0) |
| | Both | 245 | 208 (85) | 21 ( 9) | 15 ( 6) | 1 (0) |

14. Do you discuss your children's report cards with them?

Mother: ______ Always ______ Most of the Time ______ Sometimes ______ Never
Father: ______ Always ______ Most of the Time ______ Sometimes ______ Never

Positive Response: Always

| SCHOOL | PARENT | NUMBER OF PARENTS | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|---|---|
| | | | NUMBER (%) | NUMBER (%) | NUMBER (%) | NUMBER (%) |
| Allison | Mother | 41 | 39 (95) | 2 ( 5) | 0 ( 0) | 0 (0) |
| | Father | 23 | 20 (87) | 2 ( 9) | 1 ( 4) | 0 (0) |
| | Both | 64 | 59 (92) | 4 ( 6) | 1 ( 2) | 0 (0) |
| Govalle | Mother | 36 | 28 (78) | 3 ( 8) | 5 (14) | 0 (0) |
| | Father | 9 | 8 (89) | 1 (11) | 0 ( 0) | 0 (0) |
| | Both | 45 | 36 (80) | 4 ( 9) | 5 (11) | 0 (0) |
| Metz | Mother | 39 | 38 (97) | 1 ( 3) | 0 ( 0) | 0 (0) |
| | Father | 22 | 20 (91) | 2 ( 9) | 0 ( 0) | 0 (0) |
| | Both | 61 | 58 (95) | 3 ( 5) | 0 ( 0) | 0 (0) |
| Palm | Mother | 33 | 21 (64) | 6 (18) | 6 (18) | 0 (0) |
| | Father | 10 | 9 (90) | 1 (10) | 0 ( 0) | 0 (0) |
| | Both | 43 | 30 (70) | 7 (16) | 6 (14) | 0 (0) |
| Totals-Elementary Schools | Mother | 149 | 126 (85) | 12 ( 8) | 11 ( 7) | 0 (0) |
| | Father | 64 | 57 (89) | 6 ( 9) | 1 ( 2) | 0 (0) |
| | Both | 213 | 183 (86) | 18 ( 8) | 12 ( 6) | 0 (0) |
| Allan Jr. High | Mother | 10 | 4 (40) | 0 ( 0) | 1 (10) | 5 (50) |
| | Father | 2 | 1 (50) | 0 ( 0) | 0 ( 0) | 1 (50) |
| | Both | 12 | 5 (42) | 0 ( 0) | 1 ( 8) | 6 (50) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Austin High | Mother | 7 | 7 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Father | 2 | 2 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| | Both | 11 | 11 (100) | 0 ( 0) | 0 ( 0) | 0 (0) |
| Totals-Secondary Schools | Mother | 32 | 26 (81) | 0 ( 0) | 1 ( 3) | 5 (16) |
| | Father | 11 | 10 (91) | 0 ( 0) | 0 ( 0) | 1 ( 9) |
| | Both | 43 | 36 (84) | 0 ( 0) | 1 ( 2) | 6 (14) |
| Totals-All Schools | Mother | 181 | 152 (84) | 12 ( 7) | 12 ( 7) | 5 (2) |
| | Father | 75 | 67 (90) | 6 ( 8) | 1 ( 1) | 1 (1) |
| | Both | 256 | 219 (86) | 18 ( 7) | 13 ( 5) | 6 (2) |

15. How much does it matter if your child is absent from school?

Mother: ______ Very Much ______ Not Very Much ______ No Opinion
Father: ______ Very Much ______ Not Very Much ______ No Opinion

Positive Response: Very Much

| SCHOOL | PARENT | NUMBER OF PARENTS | VERY MUCH | NOT VERY MUCH | NO OPINION |
|---|---|---|---|---|---|
| | | | NUMBER (%) | NUMBER (%) | NUMBER (%) |
| Allison | Mother | 36 | 33 (93) | 3 (7) | 0 (0) |
| | Father | 21 | 20 (95) | 1 (5) | 0 (0) |
| | Both | 57 | 53 (93) | 4 (7) | 0 (0) |
| Govalle | Mother | 36 | 35 (97) | 1 (3) | 0 (0) |
| | Father | 11 | 11 (100) | 0 (0) | 0 (0) |
| | Both | 47 | 46 (98) | 1 (2) | 0 (0) |
| Metz | Mother | 39 | 39 (100) | 0 (0) | 0 (0) |
| | Father | 22 | 22 (100) | 0 (0) | 0 (0) |
| | Both | 61 | 61 (100) | 0 (0) | 0 (0) |
| Palm | Mother | 32 | 25 (78) | 5 (16) | 2 (6) |
| | Father | 10 | 9 (90) | 1 (10) | 0 (0) |
| | Both | 42 | 34 (81) | 6 (14) | 2 (5) |
| Totals-Elementary Schools | Mother | 143 | 132 (92) | 9 (6) | 2 (2) |
| | Father | 64 | 62 (97) | 2 (3) | 0 (0) |
| | Both | 207 | 194 (94) | 11 (5) | 2 (1) |
| Allan Jr. High | Mother | 5 | 5 (100) | 0 (0) | 0 (0) |
| | Father | 1 | 1 (100) | 0 (0) | 0 (0) |
| | Both | 6 | 6 (100) | 0 (0) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 (0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 (0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 (0) | 0 (0) |
| Austin High | Mother | 7 | 7 (100) | 0 (0) | 0 (0) |
| | Father | 3 | 3 (100) | 0 (0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 (0) | 0 (0) |
| Johnston High | Mother | 9 | 9 (100) | 0 (0) | 0 (0) |
| | Father | 2 | 2 (100) | 0 (0) | 0 (0) |
| | Both | 11 | 11 (100) | 0 (0) | 0 (0) |
| Totals-Secondary Schools | Mother | 27 | 27 (100) | 0 (0) | 0 (0) |
| | Father | 10 | 10 (100) | 0 (0) | 0 (0) |
| | Both | 37 | 37 (100) | 0 (0) | 0 (0) |
| Totals-All Schools | Mother | 170 | 159 (94) | 9 (5) | 2 (1) |
| | Father | 74 | 72 (97) | 2 (3) | 0 (0) |
| | Both | 244 | 231 (95) | 11 (4) | 2 (1) |

16. Have you ever heard of the Bilingual/Bicultural Project?

Mother: ________ Yes ________ No
Father: ________ Yes ________ No

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) |
|---|---|---|---|---|
| Allison | Mother | 34 | 25 (74) | 9 (26) |
| | Father | 20 | 15 (75) | 5 (25) |
| | Both | 54 | 40 (74) | 14 (26) |
| Govalle | Mother | 37 | 30 (81) | 7 (19) |
| | Father | 9 | 9 (100) | 0 ( 0) |
| | Both | 46 | 39 (85) | 7 (15) |
| Metz | Mother | 37 | 29 (78) | 8 (22) |
| | Father | 21 | 15 (71) | 6 (29) |
| | Both | 58 | 44 (76) | 14 (24) |
| Palm | Mother | 31 | 20 (65) | 11 (35) |
| | Father | 10 | 7 (70) | 3 (30) |
| | Both | 41 | 27 (66) | 14 (34) |
| Totals-Elementary Schools | Mother | 139 | 104 (75) | 35 (25) |
| | Father | 60 | 46 (77) | 14 (23) |
| | Both | 199 | 150 (75) | 49 (25) |
| Allan Jr. High | Mother | 5 | 4 (80) | 1 (20) |
| | Father | 1 | 1 (100) | 0 ( 0) |
| | Both | 6 | 5 (83) | 1 (17) |
| Martin Jr. High | Mother | 6 | 4 (67) | 2 (33) |
| | Father | 4 | 2 (50) | 2 (50) |
| | Both | 10 | 6 (60) | 4 (40) |
| Austin High | Mother | 7 | 3 (43) | 4 (57) |
| | Father | 3 | 2 (67) | 1 (33) |
| | Both | 10 | 5 (50) | 5 (50) |
| Johnston High | Mother | 9 | 7 (78) | 2 (22) |
| | Father | 2 | 2 (100) | 0 ( 0) |
| | Both | 11 | 9 (82) | 2 (18) |
| Totals-Secondary Schools | Mother | 27 | 18 (67) | 9 (33) |
| | Father | 10 | 7 (70) | 3 (30) |
| | Both | 37 | 25 (68) | 12 (32) |
| Totals-All Schools | Mother | 166 | 122 (73) | 44 (27) |
| | Father | 70 | 53 (76) | 17 (24) |
| | Both | 236 | 175 (74) | 61 (26) |

17. WHAT ACTIVITIES OF THE BILINGUAL/BICULTURAL PROJECT DO YOU KNOW ABOUT?

Allison Elementary School

Mother - She is learning how to read in Spanish. She is learning the meaning of the word in Spanish and in English.
- I know Bilingual Education is good because they learn Spanish and English better.
- Don't know about it.
- None.
- Don't know.
- I like it because we learn about our culture.
- I know that Bilingual teaches English and in Spanish. I think is good to know how to read and write in English and in Spanish.
- None.
- I like the Bilingual Program because they learn Spanish and English and our culture.
- None.
- My child would like to be in a Bilingual class but don't know why she is not in one.
- I like Bilingual because they learn English and Spanish.
- I think Bilingual Program is very good because they learn our culture.
- I think Bilingual is good because they understand both English and Spanish and learn their culture, is very good.
- My little girl has learned a lot about our Spanish culture. 5 de Mayo they get to dress in Mexican clothes.
- I know they learn to read and write in English and in Spanish and sing in Spanish, too.
- Don't know.
- All I know is that they learn to read and write in Spanish and sing in Spanish.
  Has two children in the Bilingual Project in school.
- I heard about the Bilingual.
- Education - Mexican holidays honored.
- Education.
- None.
- Just education.
- None.
- I know all of it.
- Education in classroom;
- Education.
- None.
- Education.
- Special recognition on Mexican holidays - and education.
- Only about the fact they are teaching them in Spanish.
- Just what's in school - education in the classroom.
- Almost nothing.

Father - She is learning how to read in Spanish. She is learning the meaning of the word in Spanish and in English.
- Don't know about it.
- None.

- I have two children in the Bilingual Program, but I don't know about it. I work all the time.
- I know that Bilingual teaches English and in Spanish. I think is good to know how to read and write in English and in Spanish.
- My child would like to be in a Bilingual class but don't know why she is not in one.
- I like Bilingual because they learn English and Spanish.
- My little girl has learned a lot about our Spanish culture. 5 de Mayo they get to dress in Mexican clothes.
- Education - Mexican holidays honored.
- No.
- None.
- Education.
- None.
- Only about the fact that they are teaching them in Spanish.

Govalle Elementary School

Mother - Books, records, toys. Mrs. Martinez visits me and explains about what they do and I help with their field trips.
- The way they are teaching my child and that they are working with parents at home.
- Fieldtrips and meetings with the parents, the way they work with children, community representatives, working with the neighborhood.
- Teaching it at school. Also the toys library.
- Teaching it at school.
- Reading and speaking at school.
- Teaching and speaking at school.
- Teaching it at school.
- Speaking.
- Not too much because I don't understand it too well.
- Not very much.
- Teaching, reading and speaking and dancing and singing.
- Only the teaching at school.
- Teaching Spanish in school.
- Reading and writing in school.
- Not very much.
- None.
- No activities.
- Class activities and ed. toys.
- Toy lending library and classroom activities.
- None.
- None.
- Classroom activities and toy lending.
- Reading and writing.
- Reading, writing.
- None.
- Reading, writing, and speaking Spanish.
- Not any.
- None.
- None.

- Teaching of Spanish.
- Sé que les enseñan en ingles y en español, y que trabajan con niños en las casas.
- De modo como enceñan a mis niños, y de las juntos que tienen con los padres, y de como trabajan en las casas con los juguetes.

Father - Books, records, toys. Mrs. Martinez visits me and explains about what they do and I help with their field trips.
- The only ones I've seen are on T.V.
- The way they are teaching my child and that they are working with parents at home.
- Reading.

Metz Elementary School

Mother - Reading and writing.
- Just the one that was explain to me in school - Metz and Martin.
- About the trip and teaching them in English. Toy lending library.
- About Toy Lending Library and Spanish being taught in school.
- Bilingual in certain classes.
- Not much.
- How to read and write in Spanish.
- Toy Lending Library and Spanish being taught at school.
- About Toy Lending Library and the Spanish being taught at school.
- Not too much. Just about the Spanish taught in school.
- Not too much. Just about the Spanish taught in school.
- Lessons given at Metz in Spanish.
- Not too much.
- Child that know very little English the chance to go to school and do their work in Spanish, they can slowly build their english as they go along.
- Toy Lending Library, Bilingual classes in classroom, Parental involvement of Bilingual.
- Don't know very much about it.
- Toys, books, field trips
- Niños reciben español, Toy Lending Library, Trips.
- Don't know of any.
- Trips.
- None.
- She has heard about it, but doesn't really know what it's about.
- Have not heard about it.
- None.
- Not many.

Father - Toy Lending Library and Spanish being taught at school.
- Spanish in classroom.
- None.
- Not many.

## Palm Elementary School

Mother - I just know it's there.
- Que les da oportunidad de usar más el español.
- None.
- I think it is helping my children.
- None.
- None.
- I'm aware my children are getting an education in both languages.
- None.
- That they get more help with reading.
- None.
- None.
- Child that goes to Austin High belongs to this class.
- Toy Lending Library. Spanish material.
- Their studies.
- None.
- Daughter Studies.
- Songs and play.
- We had never heard about it before.
- None.
- Children's Studies only.
- Studies, Mexican cultural festival.
- Dancing, eating habits, studies.
- Studies only.
- School studies.
- School studies only.
- School studies only.
- School studies only.
- School studies.

Father - None.
- I think it is helping my children.
- None.
- None.
- Child that goes to Austin High belongs to this class.
- Nothing.

## Allan Junior High School

Mother - I know they learn Spanish and English.
- None.
- I know they learn Spanish.
- Don't know about the Project.

## Martin Junior High School

Mother - None.
- None.
- Some, have two small children in Bilingual/Bicultural project.

## Austin High School

No responses

## Johnston High School

Mother - Just that they are teaching it at school.
- Teaching the Spanish in school.
- No.
- Not much.
- None.
- Not really.
- Only what I have read in the paper.
- None at all.
- Como Community Rep estoy enterada de todas las actividades del programa.

Father - Only that the school system is teaching it at school.

## 18. HOW DO YOU FEEL ABOUT THE BILINGUAL/BICULTURAL PROJECT?

### Allison Elementary School

Mother - I like the Bilingual Project very much - an advantage for Black and White.

- I like Bilingual because they are learning their culture which we are proud of.
- I like the bilingual Bicultural Project, it is a good thing for our children.
- Es la primera vez que oigo de este programa.
- Don't know.
- I feel that it's great to have Bilingual/Bicultural Project.
- I believe that my children enjoy learning to speak Spanish. Since my children live in a mixed neighborhood, being bilingual would be an asset.
- I think Bilingual is very good.
- I know they learn English and Spanish and their culture. I cook beans for the 5 de Mayo.
- It very good.
- I feel it a good thing for the children to learn their culture.
- I like it so they can learn Spanish correctly, but not force them.
- I feel it's a good thing.
- It's very good my children can learn English and Spanish.
- I like the Bilingual Bicultural Project because it's an advantage we didn't have.
  Thanks to the people who got the Bilingual in our school.
- I feel the Bilingual Project is very good because they learn Spanish and English and about our culture.
- I think this is a good program because they learn two langages and it is easy for the children to learn Spanish first.
- Don't know.
- It ok because they are learning a lot.
- Don't know.
- It all right.
- I like the project - will benefit when they are older in order to communicate with those who only speak Spanish.
- I like it so they will learn Spanish.
- I think it's nice - helps them learn - by taking it in school they will have to learn it.
- I think it's good - if they like it - they are taught the right way.
- I'm glad they are learning Spanish correctly. My son is often embarassed because he can't speak the language right, but this is helping him learn it and I hope they will never do away with it.
- I think it is very good. It should always have it.
- No sabían inglés - les ayuda a entender para que no se queden atrás de los de más - para que no se les olvide su idioma y cultura.

- At first it was good for them - now I think it's hard for them - But I like for them to learn the language.
- I like it.
- Very good - see the need for them to learn the two languages correctly.
- It's a good idea.
- I want them to learn it (language) correctly - I feel this will help them in the long run.
- I like it very much - I never went to school much because I didn't know English and it was hard for me - I wish it would have been around when I was in school.
- I am a little confused as to why they want them to learn Spanish if they need help in English.
- Alright - I guess they need to learn Spanish while they are young; maybe they will benefit from it later on.

Father - I like the Bilingual Project very much - an advantage for Black and White.
- I like the Bilingual Bicultural Project, it is a good thing for our children.
- I think Bilingual is very good.
- I feel it a good thing for the children to learn their culture.
- I feel it's a good thing.
- I think they need it.
- It's what we have always needed, It sure helps them. It's too bad my daughter hasn't taken any classes in Spanish.
- Opposed to it because it will be difficult.
- Very good - see the need for them to learn the two languages correctly.
- Feel the need for them to know the Spanish language correctly and need for them to keep their culture.
- We don't speak it all the time at home but I want them to know the language.

Govalle Elementary School

Mother - I feel that it will help Language -Culture.
- I think it is very important.
- I think it is very important.
- It is great. It should have been started long before now.
- It is O.K. if taught right - not all Spanish. More English should be taught in class.
- It is fine. I like it.
- It is O.K.
- I think it is a good thing.
- I like it.
- I think it a good project if it's carried out for what it is meant to be.
- I think it's pretty good.
- I do not like it. My child has been set back because the teacher is teaching mostly Spanish and dancing. It is not a good program for the Black.
- I think it is fine.

- Very good - it is overdue.
- I like it.
- I think it's very good. I think it helps.
- I guess it is alright. It shouldn't be pushed so hard.
- O.K.
- Good thing.
- Like it very much.
- I like it very much.
- It sounds fine.
- I think they learn both languages.
- I think it is wonderful because my children are learning to read and write Spanish and I can't.
- It's O.K.
- I like it, think it is very nice, glad they have it.
- It is O.K. Would like for my child to learn two languages.
- All for it.
- I think it is a good thing, especially if Blacks and Anglos are taught Spanish as well as Mexican Americans.
- I am happy.
- Very strongly.
- Me gusta mucho y ojalá que yo pudiera tener la oportunidad de aprender como ellos.
- Para mí es muy importante que mis niños aprender español y inglés.
- Para mí es muy importante.

Father - I think it's a good thing for them to learn.

- I am happy because my child is learning both languages.
- I think it is very important.
- It is great. It should have been started long before now.
- No comment.
- It is wonderful.
- I like it very much - wish it had started sooner.
- O.K.

Metz Elementary School

Mother - That it can help the Spanish - dominant child. Helps them to understand what they are learning.

- To me I feel is good opportunity.
- Que está muy bien.
- I really like it because I want my children to learn both languages.
- Like it very much.
- It a good program.
- They should continue to have it.
- They should continue to have it.
- I like it.
- It good to have it in school.
- It good to have it in school.
- That in some ways it's good and not good. Undecided.
- It's ok.
- We're undecided as to how we feel about it.

- Very good.
- I'm for it.
- Muy bien, que siga
- She likes it because she thinks it's good for her children to know both languages.
- They like it.
- Good.
- Thinks it's very good for children to learn both languages.
- Think it's very good to know both languages.
- It's good, because he wouldn't learn it (Bilingual/Bicultural classes in school).
- She thinks children should know both languages.
- It's good because we should know our own language.
- I like it.
- Can't say much, since I don't know what it's about.
- It must be good, otherwise they wouldn't have it.
- Very good.
- It's good for children to know both languages.
- I think it's good for some children.

Father - That it can help the Spanish - dominant child. Helps them to understand what they are learning.
- Very good.
- Think it very good and helpful.
- That it's very good.
- I think it fair for the ones that speak mostly Spanish for them to learn in Spanish.
- I think it's good for some children.

Palm Elementary School

Mother - Yes.
- Me gusta.
- I do not like it to much.
- We think is very helpful.
- Thinks it would help child
- No comments.
- Very good.
- Buena.
- Good.
- Child is begging to learn how to read and write in Spanish. This seems to be a very good class.
- It's done good.
- I like it;it's important to know english and spanish.
- Don't know.
- Approve very much.
- It's great.
- Don't know anything about it.
- Like it very much.
- Doesn't like, because child gets confused, feels that child isn't learning enough of either language.
- It's great.

- It's okay.
- It's okay.
- I think it's great.
- I like it very much.
- It's poorly organized.
- Don't know that much about it.

Father - We think is very helpful.
- Child is begging to learn how to read and write in Spanish. This seems to be a very good class.
- Doesn't like, child gets too confused.

### Allan Junior High School

Mother - It's a good Project. Yes I think the teaching of Spanish is a very well Project. Because it teaches children to have a better relationship with their parents. Whom do not speak or write a word of English.
- I like it very much.
- It's ok. I think it helps children (Spanish speaking) very much.
- It is a good Project.
- Can not say because I don't know about the Project.

### Martin Junior High School

Mother - It's good for some kids that need it.
- Believe in it very strongly and child to know about their culture.
- Don't know.
- It is a very good project.
- We feel its necessary, for all children.

Father - No opinion.
- Very important.

### Austin High School

Mother - I like the program, but I don't think all subjects should be in spanish.
- Good.
- Good for children.
- Don't know.
- We're in favor of it.
- Is good that we have bilingual in school.

Father - We're in favor of it.

### Johnston High School

Mother - It is good. I am happy that the children will learn correct Spanish.
- It is fine because children should not be ashamed of his own language.

- It is a good idea.
- I like it very much.
- I think it is great.
- It is very good. I like for my children to learn both cultures
- I think it is very nice. I think this is something that should have happened long ago. I think everybody should know their culture. I also think the Blacks should know more about the Mexican American culture and the Mexican Americans should know more about the Black culture.
- Creo que el proyecto está dando una buena oportunidad a los niños para aprender nuestro idioma.
  It is very definitely needed but I don't care one way or the other because we teach it to our children at home.

Father - It is very definitely needed but I don't care one way or the other because we teach it to our children at home.

19. Bilingual education means letting children who speak mostly Spanish learn in Spanish at school. Do you think there is too little, enough or too much bilingual education in the Austin Independent School District?

Mother: _______ Too Little _______ Enough _______ Too Much _______ Don't Know
Father: _______ Too Little _______ Enough _______ Too Much _______ Don't Know

| SCHOOL | PARENT | NUMBER OF PARENTS | TOO LITTLE | ENOUGH | TOO MUCH | DON'T KNOW |
|---|---|---|---|---|---|---|
| | | | NUMBER (%) | NUMBER (%) | NUMBER (%) | NUMBER (%) |
| Allison | Mother | 35 | 13 (37) | 12 (34) | 7 (20) | 3 (9) |
| | Father | 22 | 8 (36) | 10 (46) | 2 ( 9) | 2 (9) |
| | Both | 57 | 21 (37) | 22 (39) | 9 (16) | 5 (9) |
| Govalle | Mother | 37 | 10 (27) | 12 (32) | 4 (11) | 11 (30) |
| | Father | 7 | 3 (43) | 3 (43) | 0 ( 0) | 1 (14) |
| | Both | 44 | 13 (30) | 15 (34) | 4 ( 9) | 12 (27) |
| Metz | Mother | 35 | 12 (34) | 8 (23) | 0 ( 0) | 15 (43) |
| | Father | 20 | 12 (60) | 5 (25) | 0 ( 0) | 3 (15) |
| | Both | 55 | 24 (43) | 13 (24) | 0 ( 0) | 18 (33) |
| Palm | Mother | 29 | 10 (34) | 7 (25) | 2 ( 7) | 10 (34) |
| | Father | 6 | 2 (33) | 3 (50) | 0 ( 0) | 1 (17) |
| | Both | 35 | 12 (34) | 10 (29) | 2 ( 6) | 11 (31) |
| Totals- Elementary Schools | Mother | 136 | 45 (33) | 39 (29) | 13 ( 9) | 39 (29) |
| | Father | 55 | 25 (45) | 21 (38) | 2 ( 4) | 7 (13) |
| | Both | 191 | 70 (37) | 60 (31) | 15 ( 8) | 46 (24) |
| Allan Jr. High | Mother | 5 | 4 (80) | 0 ( 0) | 1 (20) | 0 ( 0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) | 0 ( 0) |
| | Both | 6 | 5 (83) | 0 ( 0) | 1 (17) | 0 ( 0) |
| Martin Jr. High | Mother | 6 | 3 (50) | 1 (17) | 0 ( 0) | 2 (33) |
| | Father | 4 | 3 (75) | 1 (25) | 0 ( 0) | 0 ( 0) |
| | Both | 10 | 6 (60) | 2 (20) | 0 ( 0) | 2 (20) |
| Austin High | Mother | 7 | 3 (43) | 1 (14) | 0 ( 0) | 3 (43) |
| | Father | 3 | 2 (67) | 0 ( 0) | 0 ( 0) | 1 (33) |
| | Both | 10 | 5 (50) | 1 (10) | 0 ( 0) | 4 (40) |
| Johnston High | Mother | 9 | 3 (33) | 4 (45) | 1 (11) | 1 (11) |
| | Father | 2 | 1 (50) | 0 ( 0) | 1 (50) | 0 ( 0) |
| | Both | 11 | 4 (36) | 4 (36) | 2 (19) | 1 ( 9) |
| Totals- Secondary Schools | Mother | 27 | 13 (48) | 6 (22) | 2 ( 8) | 6 (22) |
| | Father | 10 | 7 (70) | 1 (10) | 1 (10) | 1 (10) |
| | Both | 37 | 20 (54) | 7 (19) | 3 ( 8) | 7 (19) |
| Totals- All Schools | Mother | 163 | 58 (35) | 45 (28) | 15 ( 9) | 45 (28) |
| | Father | 65 | 32 (49) | 22 (34) | 3 ( 5) | 8 (12) |
| | Both | 228 | 90 (40) | 67 (29) | 18 ( 8) | 53 (23) |

## 20. WHAT WOULD YOU LIKE FOR YOUR CHILDREN TO DO AFTER HIGH SCHOOL?

### Allison Elementary School

Mother - Go on to college.
- I would like my children to finish high school and get a good job.
- Go on to college and be a football player.
- Que vayan a colegio.
- Whatever they would like to do, go to college or work.
- Work.
- Get a higher and better education than I did.
- Go to college.
- Go to college for better jobs.
- Find a nice job.
- Go to college.
- Go to College.
- I think Bilingual Program is very good but none of my children are not in a Bilingual except for one of my children the other children are not.
- Need more Bilingual teachers and more classrooms.
- Don't know yet; would like for them to go to college.
- Go to college.
- Go to college.
- Go to work and go to college.
- Don't know.
- Follow their own ambitions.
- Find good jobs.
- Work.
- If they want to go to college we will manage to send them.
- My son would like to go into electronics - get a job and continue education. My daughter I would like to go into nursing.
- To work at something she likes.
- Religious school - teach from there - or whatever else they want.
- Continue education.
- Sí.
- Go to college, I wish.
- Get enough education (college if they want or to find good jobs).
- It's their choice.
- College.
- Continue education; a choice what profession they are interested in.
- I would leave it up to them.

Father - Go on to college.
- Go to college for better jobs.
- Go to college.
- Follow their own ambitions.
- Work.
- Start their lives as they want - make them into good persons.
- I want them to get good jobs and not suffer like us at poor jobs.

- Quiero que ellos se den cuenta que sin Diós y Su educacion no pueden hacer nada!
- Continue education
- Si.
- Go to college, I wish.
- Get enough education (college if they want or to find good jobs).
- It's their choice.
- College.
- I would leave it up to him.

Govalle Elementary School

Mother
- I would like for them to go to college and study alot more for their future so they can have a good job.
- I would like for them to go to college.
- I would like for them to go to college to study for doctors, or lawyers; but it is up to them. But I will encourage them to do so.
- It is up to them.
- Go to college.
- Whatever they want to.
- Go to college and finish.
- Go to college, finish, and if that is not possible I would like for them to take up a trade.
- Go to college.
- It is hard to say. I would like for them to find a good job and be independent.
- I don't know. It is too soon.
- Up to the child what he wants to do but I would like for them to learn a trade or go to college.
- It is left up to the children.
- It is up to them.
- I haven't
- Whatever they choose.
- Finish college.
- Go to college and finish.
- Don't know.
- Would like for them to finish college and get a good job.
- I would like for them to find a good job, or what they would like to do.
- Further his education in whichever field he prefers.
- Would like for him to attend college and get his degree.
- I would like for them to go to college.
- Go to college.
- Go to college and finish.
- Leave it up to them.
- Go to college.
- For the boys learn a trade, for the girl - secretary.
- Go to college.
- Keep on learning.
- Me gustaría que siguieran estudiando para que se preparen para el futuro.

- Me gustaría que fueran a colegio.
- Me gustaría que siguieran estudiando y se preparen para una carrera.
- Me gustaría que fueran a colegio y que estudiaran una carrera.

Father - For them to go to college.
- I hope they can go to college.
- Whatever they want.
- Go to college.
- Go to college, finish, and get a good job.
- A variety of fields in order to get a good job.
- Take over his business - concrete.
- Go to college and finish since he did not have the opportunity.

## Metz Elementary School

Mother - Go to college.
- My boys go to college, my girls 1 year in college and train for good career job.
- For them to go to college.
- Hope that they continue on to college.
- For my daughter to get a good job.
- Hope for my child to continue on to college be a doctor or lawyer.
- Hope for my child to continue on to college be a doctor or lawyer.
- Get some kind of trade or go to college.
- Whatever they want to do.
- Get a job because we can't send them to college.
- Que estudie.
- Hope that they get a good trade with what education they get.
- Whatever they want.
- Go to college, that's if they want to, so that they will be able to better themselves.
- Since they are at a small age, I would like for them to come home and rest, then for them to do their homework.
- Whatever they want to do, but I like for them to continue on to college.
- I would leave it up to them.
- Me gustaría que siguieran estudiando más.
- Lo que ellos queran ser. Si es posible que sigan al colegio.
- Eric is a baseball player.
- She would like them to do whatever they want to be. But would like them to go to college.
- Go to college.
- To go on to college.
- For child to go on to college, get a good job.
- To learn a trade they could learn and work at.
- To finish high school. Train for a job.
- Go to college, if they like.
- Go to college.
- Get a good job.

- To work in an office.
- It would be up to them.
- Nurse.
- I would like for them to work.
- Would like for them to go on to University. Get an easier job than we have.
- Whatever they want.
- Whatever they decide to be.
- If possible work their way through college.

Father - Go to college
- For them to go to college.
- Wish that they continue on to college.
- Get a good job.
- Que se gradue en una materia.
- Go to college, that's if they want to, so that they will be able to better themselves.
- Go through college if possible and get a good job.
- Depends on what they have learned.
- To work and do what they want to.
- If possible work their way through college.

Palm Elementary School

- Go on with their education.
- Furean a colegio.
- It's up to them to decide.
- Que vayan a la universidad.
- Whatever Paul wants to do and can do it's up to him.
- Si.
- Yes.
- To continue with their education.
- To get a good job.
- Depends on children.
- Depends on children.
- Depends on them.
- Depends on children.
- Depends on children.
- That's her daughter's choice.
- Go to college, but it all depends on them.
- Depends on children, but would like them to go to college.
- Depends on children.
- Find a good job and continue their education.
- Go on to college.
- Good job.
- Get good jobs, but depends on children.
- Depends on children.
- Depends on children.
- Depends on children.
- Finish college but depends on children.
- Depends on children.

Father - furean a colegio
- Que vayan a la universidad.
- Sí.

- Yes.
- To get a good job.
- No comment, will wait till day comes.
- Depends on children.

### Allan Junior High School

Mother - Get a job.
- Go to college.
- Go to work.

### Martin Junior High School

Mother - College, if not, get a good job.
- Go to college.
- Get a good job.
- Learn a good trade and get a good job.
- Be able to work where they can learn some kind of trade and also have responsibility.

Father - To go into Military service.
- Whatever he wants.
- Be able to work where they can learn some kind of trade.

### Austin High School

Mother - Would like for them to get a decent job, to where they wouldn't have to do labor work.
- Go on to college.
- To keep on with school. College.
- Go to university.
- We would like for him to go to college if possible.
- Work and study.
- Go to college.
- Go to college.

Father - Get a job and work or go to college.

### Johnston High School

Mother - I would like for her to go to college.
- Continue their education.
- Left up to him.
- Go to college.
- Take a business course.
- Can't say - I let them make up their own mind. Although, I want them to continue their education.
- Go to college and finish.
- Go to college. As a matter of fact, Charmine has already registered in college.
- Me gustaría que fuera al colegio.

Father - Go to college and finish.

21. Are you satisfied with the education your children are receiving in school?

Mother: ______ Yes ______ Mostly Satisfied ______ Mostly Dissatisfied ______ No ______ Undecided

Father: ______ Yes ______ Mostly Satisfied ______ Mostly Dissatisfied ______ No ______ Undecided

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | MOSTLY SATISFIED NUMBER (%) | MOSTLY DISSATISFIED NUMBER (%) | NO NUMBER (%) | UNDECIDED NUMBER (%) |
|---|---|---|---|---|---|---|---|
| Allison | Mother | 34 | 25 (74) | 8 (24) | 1 ( 3) | 0 (0) | 0 (0) |
|  | Father | 18 | 12 (67) | 5 (28) | 1 ( 6) | 0 (0) | 0 (0) |
|  | Both | 52 | 37 (71) | 13 (25) | 2 ( 4) | 0 (0) | 0 (0) |
| Govalle | Mother | 37 | 26 (70) | 6 (16) | 2 ( 6) | 3 (8) | 0 (0) |
|  | Father | 11 | 7 (64) | 2 (18) | 1 ( 9) | 0 (0) | 1 (9) |
|  | Both | 48 | 33 (69) | 8 (17) | 3 ( 6) | 3 (6) | 1 (2) |
| Metz | Mother | 36 | 31 (86) | 3 ( 8) | 1 ( 3) | 0 (0) | 1 (3) |
|  | Father | 20 | 18 (90) | 1 ( 5) | 0 ( 0) | 0 (0) | 1 (5) |
|  | Both | 56 | 49 (88) | 4 ( 7) | 1 ( 2) | 0 (0) | 2 (4) |
| Palm | Mother | 32 | 16 (50) | 9 (28) | 5 (16) | 2 (6) | 0 (0) |
|  | Father | 4 | 2 (50) | 0 ( 0) | 2 (50) | 0 (0) | 0 (0) |
|  | Both | 36 | 18 (50) | 9 (25) | 7 (19) | 2 (6) | 0 (0) |
| Totals-Elementary Schools | Mother | 139 | 98 (70) | 26 (19) | 9 ( 6) | 5 (4) | 1 (1) |
|  | Father | 53 | 39 (73) | 8 (15) | 4 ( 8) | 0 (0) | 2 (4) |
|  | Both | 192 | 137 (71) | 34 (17) | 13 ( 7) | 5 (3) | 3 (2) |
| Allan Jr. High | Mother | 5 | 2 (40) | 1 (20) | 2 (40) | 0 (0) | 0 (0) |
|  | Father | 1 | 1 (100) | 0 ( 0) | 0 ( 0) | 0 (0) | 0 (0) |
|  | Both | 6 | 3 (50) | 1 (17) | 2 (33) | 0 (0) | 0 (0) |
| Martin Jr. High | Mother | 8 | 7 (87) | 1 (13) | 0 ( 0) | 0 (0) | 0 (0) |
|  | Father | 3 | 2 (67) | 1 (33) | 0 ( 0) | 0 (0) | 0 (0) |
|  | Both | 11 | 9 (82) | 2 (18) | 0 ( 0) | 0 (0) | 0 (0) |
| Austin High | Mother | 9 | 4 (45) | 3 (33) | 1 (11) | 1 (11) | 0 (0) |
|  | Father | 2 | 1 (50) | 0 ( 0) | 1 (50) | 0 (0) | 0 (0) |
|  | Both | 11 | 5 (46) | 3 (27) | 2 (18) | 1 (9) | 0 (0) |
| Johnston High | Mother | 6 | 5 (83) | 1 (17) | 0 ( 0) | 0 (0) | 0 (0) |
|  | Father | 4 | 4 (100) | 0 ( 0) | 0 ( 0) | 0 (0) | 0 (0) |
|  | Both | 10 | 9 (90) | 1 (10) | 0 ( 0) | 0 (0) | 0 (0) |
| Totals-Secondary Schools | Mother | 28 | 18 (64) | 6 (21) | 3 (11) | 1 (4) | 0 (0) |
|  | Father | 10 | 8 (80) | 1 (10) | 1 (10) | 0 (0) | 0 (0) |
|  | Both | 38 | 26 (68) | 7 (18) | 4 (11) | 1 (3) | 0 (0) |
| Totals-All Schools | Mother | 167 | 116 (69) | 32 (19) | 12 ( 7) | 6 (4) | 1 (1) |
|  | Father | 63 | 47 (75) | 9 (14) | 5 ( 8) | 0 (0) | 2 (3) |
|  | Both | 230 | 163 (71) | 41 (18) | 17 ( 7) | 6 (3) | 3 (1) |

22. Do you feel welcome in your child's school?

Mother: ________ Yes ________ No ________ Undecided
Father: ________ Yes ________ No ________ Undecided

| SCHOOL | PARENT | NUMBER OF PARENTS | YES NUMBER (%) | NO NUMBER (%) | UNDECIDED NUMBER (%) |
|---|---|---|---|---|---|
| Allison | Mother | 33 | 31 ( 94) | 2 ( 6) | 0 (0) |
| | Father | 19 | 15 ( 79) | 3 (16) | 1 (5) |
| | Both | 52 | 46 ( 88) | 5 (10) | 1 (2) |
| Govalle | Mother | 38 | 38 (100) | 0 ( 0) | 0 (0) |
| | Father | 9 | 9 (100) | 0 ( 0) | 0 (0) |
| | Both | 47 | 47 (100) | 0 ( 0) | 0 (0) |
| Metz | Mother | 38 | 36 ( 94) | 1 ( 3) | 1 (3) |
| | Father | 19 | 18 ( 95) | 0 ( 0) | 1 (5) |
| | Both | 57 | 54 ( 95) | 1 ( 2) | 2 (3) |
| Palm | Mother | 33 | 26 ( 79) | 7 (21) | 0 (0) |
| | Father | 10 | 9 ( 90) | 1 (10) | 0 (0) |
| | Both | 43 | 35 ( 81) | 8 (19) | 0 (0) |
| Totals-Elementary Schools | Mother | 142 | 131 ( 92) | 10 ( 7) | 1 (1) |
| | Father | 57 | 51 ( 89) | 4 ( 7) | 2 (4) |
| | Both | 199 | 182 ( 91) | 14 ( 7) | 3 (2) |
| Allan Jr. High | Mother | 5 | 4 ( 80) | 1 (20) | 0 (0) |
| | Father | 1 | 1 (100) | 0 ( 0) | 0 (0) |
| | Both | 6 | 5 ( 83) | 1 (17) | 0 (0) |
| Martin Jr. High | Mother | 6 | 6 (100) | 0 ( 0) | 0 (0) |
| | Father | 4 | 4 (100) | 0 ( 0) | 0 (0) |
| | Both | 10 | 10 (100) | 0 ( 0) | 0 (0) |
| Austin High | Mother | 8 | 7 ( 87) | 0 ( 0) | 1 (13) |
| | Father | 3 | 3 (100) | 0 ( 0) | 0 (0) |
| | Both | 11 | 10 ( 91) | 0 ( 0) | 1 (9) |
| Johnston High | Mother | 9 | 8 ( 89) | 1 (11) | 0 (0) |
| | Father | 2 | 1 ( 50) | 1 (50) | 0 (0) |
| | Both | 11 | 9 ( 82) | 2 (18) | 0 (0) |
| Totals-Secondary Schools | Mother | 28 | 25 ( 89) | 2 ( 7) | 1 (4) |
| | Father | 10 | 9 ( 90) | 1 (10) | 0 (0) |
| | Both | 38 | 34 ( 89) | 3 ( 8) | 1 (3) |
| Totals-All Schools | Mother | 170 | 156 ( 92) | 12 ( 7) | 2 (1) |
| | Father | 67 | 60 ( 90) | 5 ( 7) | 2 (3) |
| | Both | 237 | 216 ( 91) | 17 ( 7) | 4 (2) |

## Appendix I

## INSTRUMENT REPORT

## SUMMER WORKSHOP REACTION QUESTIONNAIRE

| | |
|---|---|
| Date/Period of Administration: | August 15, 1973 |
| Population: | Participants in Summer Workshop |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

# DESCRIPTION OF SUMMER WORKSHOP REACTION QUESTIONNAIRE

## Number of administrations of the instrument

One

## Location of administration

Martin Junior High School

## Problems with the measure or with the administration which might affect the validity of the measure

None

## Training of the administrators

None

## Brief description of the instrument

Questionnaire asking for ratings of each workshop session and general comments

## Rationale for the instrument

Assess participants' reactions to training

## Developer of the instrument

Office of Evaluation staff

## Development of the instrument

Evaluation staff generated items appropriate to all workshop sessions.

## Standardization of the instrument

None

## Reliability and validity of the instrument

No data available

# BILINGUAL/BICULTURAL WORKSHOP EVALUATION

## Administered August 17, 1973

## Teachers' Responses

1. Purpose:
    1. to determine the opinion of those who attended the different workshops on the quality of the sessions;
    2. to determine the benefit that they received from the session;
    3. to estimate their need for further work in the particular area that that session covered.
2. Number written in the columns are the mean of the answers given by all the teachers who answered the particular question. The number of those teachers w did answer the question shown in column one ("rate session for quality") is indicated in the column entitled "Did You Attend This Session?" The means have been rounded to one decimal point (tenths).
3. Source of data: Computer Job #AZAD 761-002; 13 September 1973. University of Texas Computation Center run.
4. Only data from teacher who attended the workshop is utilized.

Social Security #______________ August 13-17 Bilingual/Bicultural Workshop Evaluation

Circle Your Position: Principal
[✓ Teacher] Aide Volunteer Other:__________

School__________________

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 For Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate Your Need For Further Work in Topic (5=Much More, 1=No More Needed) |
|---|---|---|---|---|
| Program Overview | n=148 | 2.0 | 2.2 | 2.4 |
| Cultural Guide | n=120 | 2.6 | 2.8 | 3.0 |
| State Wide Bilingual Design | n=117 | 2.9 | 3.1 | 2.8 |
| SSL - Oral Spanish | n=34 | 1.7 | 2.0 | 3.3 |
| ESL | n=60 | 1.7 | 1.7 | 3.0 |
| Techniques and Strategies for Language Learning | n=71 | 2.5 | 2.8 | 3.0 |
| Spanish Mini-course | n=104 | 1.9 | 2.0 | 4.1 |
| Mexican American History | n=61 | 1.6 | 1.7 | 3.4 |
| The Bilingual Child - "Who Is He?" | n=57 | 2.2 | 2.3 | 2.7 |
| Spanish and English - Se parecen o no? | n=34 | 2.3 | 2.5 | 3.1 |
| Blank Language & Culture: Right On or Write Off | n=106 | 1.7 | 1.8 | 3.3 |
| Mexican American Folklore | n=93 | 2.0 | 2.2 | 3.5 |
| Information Please! Bilingual Dissemination Center | n=31 | 2.4 | 2.5 | 1.2 |
| New Vistas for Bilingual Education | n=14 | 1.9 | 1.9 | 3.1 |
| Language Assessment (Elementary) | n=29 | 1.9 | 2.0 | 3.0 |
| Not Only on Sunday - Socioreligious Comments Black and Brown | n=56 | 4.0 | 3.9 | ( 3.1 |

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 for Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate Your Need For Further Work in Topic (5=Much More 1=No More Needed) |
|---|---|---|---|---|
| Ideas for Secondary Bilingual Teaching | n=21 | 2.3 | 2.4 | 3.4 |
| What Does Language Tell Us About Culture? | n=57 | 2.4 | 2.6 | 3.1 |
| Language Development through Rock Music | n=65 | 1.2 | 1.5 | 2.7 |
| Community Concerns: Black and Brown | n=44 | 2.9 | 2.9 | 3.1 |
| Mexican Games, Dances and Songs, Primary | n=57 | 1.8 | 2.1 | 3.1 |
| Spanish Minicourse I | n=79 | 1.7 | 1.9 | 4.0 |
| Spanish Minicourse II | n=78 | 1.6 | 1.8 | 4.0 |
| Mexican Games, Dances and Songs, Intermediate | n=45 | 1.7 | 2.0 | 3.1 |
| Film Festival "O Freedom" | n=29 | 2.3 | 2.6 | 3.0 |
| Materials Exhibits | n=82 | 2.0 | 2.0 | 3.3 |
| Bilingual Multicultural Music Program | n=97 | 1.6 | 2.0 | 3.2 |
| Bilingual Aides | n=2 | 2.5 | 3.0 | 3.0 |
| Black Culture and the Cowboy | n=122 | 2.2 | 2.2 | 3.0 |
| Facilitating Classroom Interaction for Human Development | n=145 | 2.0 | 2.1 | 3.0 |
| Group Techniques for the Classroom | n=159 | 2.2 | 2.3 | 3.2 |

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 for Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate Your Need For Further Work in Topic, (5=Much More 1=No More Needed) |
|---|---|---|---|---|
| Grade Level Sessions | | | | |
| 1st & 2nd Bilingual | n=20 | 2.3 | 2.3 | 3.8 |
| 1st & 2nd Monolingual | n=25 | 1.1 | 1.2 | 3.5 |
| 3rd and 6th Grades | n=30 | 2.0 | 2.1 | 2.9 |
| Secondary Bilingual | n=20 | 2.3 | 2.4 | 4.1 |
| Secondary Monolingual | n=52 | 2.2 | 2.1 | 3.6 |

What topics not covered in this workshop session, do you feel would have been beneficial?____________________

Which was the very best session you attended? ____________________

Comments :____________________

## BILINGUAL/BICULTURAL WORKSHOP EVALUATION

Administered August 17, 1973

Total Responses:
Principals, Teachers, Aides, Volunteers and Others

1. Purpose:

   1. to determine the opinion of those who attended the different workshops on the quality of the session;
   2. to determine the benefit that they received from the session;
   3. to estimate their need for further work in the particular area that that session covered.

2. Number written in the columns are the mean of the answers given by all those who attended the workshop if and only if they answered the question. The number of those who answered the question shown in column one ("rate session for quality") is indicated in the column entitled "Did You Attend This Session?" The means listed have been rounded to one decimal point (tenths).

3. Source of data: Computer Job #AZAD 761-004; 13 September 1973. University of Texas Computation Center run.

4. Data collected was from all who attended.

Social Security #______________ August 13-17 Bilingual/Bicultural Workshop Evaluation

Circle Your Position: Principal
Teacher Aide Volunteer Other: [✓ TOTAL]

School__________________

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 For Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate *Your* Need For Further Work in Topic (5=Much More, 1=No More Needed) |
|---|---|---|---|---|
| Program Overview | n=163 | 2.0 | 2.2 | 2.5 |
| Cultural Guide | n=132 | 2.7 | 2.8 | 3.1 |
| State Wide Bilingual Design | n=129 | 2.9 | 3.0 | 2.8 |
| SSL - Oral Spanish | n=39 | 1.7 | 2.0 | 3.1 |
| ESL | n=65 | 1.7 | 1.7 | 3.0 |
| Techniques and Strategies for Language Learning | n=78 | 2.5 | 2.8 | 3.0 |
| Spanish Mini-course | n=112 | 1.9 | 2.0 | 4.1 |
| Mexican American History | n=71 | 1.6 | 1.7 | 3.2 |
| The Bilingual Child - "Who Is He?" | n=67 | 2.2 | 2.3 | 2.6 |
| Spanish and English - Se parecen o no? | n=44 | 2.5 | 2.7 | 3.2 |
| Blank Language & Culture: Right On or Write Off | n=118 | 1.8 | 1.8 | 3.3 |
| Mexican American Folklore | n=102 | 2.1 | 2.2 | 3.4 |
| Information Please! Bilingual Dissemination Center | n=35 | 2.4 | 2.4 | 3.3 |
| New Vistas for Bilingual Education | n=16 | 2.0 | 1.8 | 3.0 |
| Language Assessment (Elementary) | n=35 | 1.9 | 2.0 | 3.0 |
| Not Only on Sunday - Socioreligious Comments Black and Brown | n=62 | 3.8 | 3.8 | 3.1 |

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 for Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate Your Need For Further Work in Topic (5=Much More 1=No More Needed) |
|---|---|---|---|---|
| Ideas for Secondary Bilingual Teaching | n=26 | 2.4 | 2.5 | 3.3 |
| What Does Language Tell Us About Culture? | n=69 | 2.3 | 2.5 | 3.2 |
| Language Development through Rock Music | n=70 | 1.3 | 1.6 | 2.8 |
| Community Concerns: Black and Brown | n=53 | 2.7 | 2.8 | 3.1 |
| Mexican Games, Dances and Songs, Primary | n=70 | 1.9 | 2.2 | 3.1 |
| Spanish Minicourse I | n=89 | 1.8 | 2.0 | 4.0 |
| Spanish Minicourse II | n=86 | 1.7 | 1.9 | 4.0 |
| Mexican Games, Dances and Songs, Intermediate | n=49 | 1.7 | 2.0 | 3.1 |
| Film Festival "O Freedom" | n=37 | 2.4 | 2.7 | 2.9 |
| Materials Exhibits | n=92 | 2.0 | 2.1 | 3.3 |
| Bilingual Multicultural Music Program | n=106 | 1.7 | 2.1 | 3.1 |
| Bilingual Aides | n=8 | 2.3 | 2.3 | 2.3 |
| Black Culture and the Cowboy | n=136 | 2.3 | 2.3 | 3.0 |
| Facilitating Classroom Interaction for Human Development | n=157 | 2.0 | 2.1 | 3.1 |
| Group Techniques for the Classroom | n=176 | 2.2 | 2.3 | 3.1 |

| Session | Did You Attend This Session? | If Yes, Rate Session From 1 to 5 for Quality (With 5=Poor, 1=Excellent) | If Yes, Rate Session From 1 to 5 for Benefit Received (5=No Benefit, 1=Much Benefit) | Rate Your Need For Further Work in Topic, (5=Much Mor 1=No More Needed) |
|---|---|---|---|---|
| Grade Level Sessions | | | | |
| 1st & 2nd Bilingual | n=26 | 2.3 | 2.4 | 3.5 |
| 1st & 2nd Monolingual | n=31 | 1.4 | 1.4 | 3.4 |
| 3rd and 6th Grades | n=33 | 2.1 | 2.2 | 2.9 |
| Secondary Bilingual | n=25 | 2.3 | 2.3 | 3.8 |
| Secondary Monolingual | n=54 | 2.2 | 2.2 | 3.6 |

What topics not covered in this workshop session, do you feel would have been beneficial?

Which was the very best session you attended?

Comments :

## BILINGUAL/BICULTURAL WORKSHOP EVALUATION. August 17, 1973

The following is a summary of the significant answers that were given for the final three questions on the instrument. Many of those in attendance answered with more than just a single, uniform response. Many did not respond to all of the questions. When a response for a particular question actually pertained more to a different question, it was so interpreted in this analysis. Only eight did not respond to any of the questions.

1. What topics not covered in this workshop session, do you feel would have been beneficial?

There were no new academic subjects that were predominantly mentioned. Some did want more of the Spanish language courses, particularly the everyday and slang Spanish and Black English that the kids use. More sessions dealing with history, folklore, and culture of the black and of the Chicano were also asked for. Some suggested that the basics of each workshop session should not be skipped, and that even the objectives of a Bilingual/Bicultural class should be analyzed and explained in more detail. In general, they wanted the sessions to give more help with practical, or method, problems; how to actually conduct a bilingual class; how to know which books and materials are good and how to present them; how to teach particular types of classes, such as math, which happen to be bilingual; and how to reach the parents of the children. Some wanted the problems of the black child to be given more emphasis. There were several who wanted more sessions aimed at the secondary level. Some others wanted more sessions for aides.

2. What was the very best session that you attended?

The sessions that were named most frequently (with the first session listed being that named most; the second listed that named second most; etc.) were Spanish Minicourses; Right On or Write Off; Language Development Through Rock Music; Mexican-American History; Mexican-American Folklore; Bilingual Multicultural Music; ESL; Mexican Games, Dances, and Songs; and Black Culture and the Cowboy (Many also listed Dr. Parkins' lecture as being very good). Most of the sessions were named at least once. Most responded with more than one answer. Many responded with the name of the lecturer or with an incorrect session title. It has been attempted to add these responses to the correct session.

3. Comments.

Most of those who attended thought that the workshop was very good—broadening, very useful, professional with good variety, exciting, motivating, good for all grade levels, best ever . Others made some practical complaints such as the smallness and hotness of the rooms, the poor sound system, etc. Some suggested that fewer of the sessions be of the lecture style and that more be of the small-group style, where the teachers could express themselves more and react to each other. Several thought that the workshop was weak in giving them practical help with books, materials, and methods in teaching the minority child. Some wanted fewer single sessions and more sessions which coincided and from which they could choose which one to attend. Others, however, though fewer in number, objected that some sessions did coincide or overlap. Several wished that there would be more sessions aimed at particular levels, especially the secondary. Many wanted follow-up workshops to be help during the year.

Reference: The responses to these questions have been analyzed and categorized in more detail. This document is available in our office to any who would care to see it.

## Appendix J

## INSTRUMENT REPORT

## TEACHER WORKSHOP ASSESSMENT FORM

| | |
|---|---|
| Date/Period of Administration: | Aug. 13, 1973 |
| Population: | Participants in Summer Workshop |
| Administered by: | Office of Evaluation Staff |
| Data Collected by: | Office of Evaluation Staff |

# DESCRIPTION OF TEACHER WORKSHOP ASSESSMENT FORM

Number of administrations of the instrument

One

Location of administration

Martin Junior High School

Problems with the measure or with the administration which might affect the validity of the measure

Very lengthy. Many open-ended items which are difficult to score.

Training of the administrators

None

Brief description of the instrument

Items relating to Bilingual Education in Texas and in Austin

Rationale for the instrument

To measure gain in knowledge of bilingual education and cultures during Summer Workshop.

Developer of the instrument

Southwest Educational Development Laboratory

Development of the instrument

SEDL provided objectives by AISD from which to generate items.

Standardization of the instrument

None

Reliability and validity of the instrument

No data available.

# SUMMER WORKSHOP ASSESSMENT

The original ESAA Bilingual/Bicultural Project proposal outlined a three week workshop prior to the start of the school year for teachers in Project schools. However, for various reasons the activities were conducted for only one week. As a result, the planned pre/post assessment design became only a single administration measure. The results of the instrument administered show a definite unfamiliarity by teachers of many aspects of the Bilingual Program in Texas as well as in Austin.

The Teacher Workshop Assessment Form was developed by Southwest Educational Development Laboratories. There are two major parts, one on bilingual education and another on cultural awareness.

The data collected during the 1973 workshop may be useful in making comparisons with data collected on either the entire instrument or parts of it at future dates. With no comparison data and no pre/post administration, the only conclusion which can be made now is that the scores indicate a level of knowledge about bilingual education which is much lower than the Project staff would want.

Table 1 lists the objectives being tested and the items on the instrument corresponding to each. Table 2 shows the scores made for each item by the workshop participants in relation to the maximum possible scores. Table 3 is a frequency table for participants' scores on each item. Overall, participants received about 60 out of a possible 160 total points.

## TABLE 1

### Workshop Objectives and Corresponding Items

| Objectives | Item (s) |
|---|---|
| A. Participants will understand the State-wide Bilingual Design | 1 |
| B. Participants will understand our local program, objectives, goals and policies | 2 |
| C. Participants will learn to use the Cultural Guide developed by Region XIII | 3 |
| D. Participants will have an understanding of the need for oral language development and reading in ESL | 10, 11 |
| E. Participants will have an understanding of the need for oral language development and reading in SSL | 12 |
| F. The participants will develop the interactive process | 15 |
| G. Participants will experience a multicultural awareness and will learn to use the materials and techniques presented | 16 |
| H. Each participant will exhibit a positive attitude toward parental involvement | 13 |
| I. Each participant will be able to domonstrate the skill necessary to make a home visit | 14 |
| J. Participants will gain cultural awareness | 4, 5, 6, 7, 8, 9 |

## TABLE 2

### Average Points Earned on Teacher Workshop Assessment Instrument

| Item Number | Item Description | Maximum Possible Points | Mean for Project Teachers | Mean for Non-Project Teachers | Overall Mean |
|---|---|---|---|---|---|
| 1 | Statewide program: list 10 objectives | 5 | .78 | 1.03 | .81 |
| 2 | Local program: List & explain 3 components | 5 | .70 | 1.20 | .76 |
| 3 | Use of materials: lesson plan based on Cultural Guide | 10 | 1.65 | 3.03 | 1.82 |
| 10 | ESL: Classification of phonological and/or syntactic errors | 10 | 3.76 | 3.62 | 3.74 |
| 11 | ESL: Assessment of language dominance | 10 | 2.53 | 4.31 | 2.75 |
| 12a | SSL: Importance of SSL for English speakers | 10 | 5.27 | 6.55 | 5.43 |
| 12b | SSL: Explanation of answers to 12a | 10 | 3.84 | 5.17 | 4.01 |
| 15 | Teaching techniques: Write recall & comprehensive question | 10 | 4.63 | 3.96 | 4.55 |
| 16 | Teaching techniques: Music for developing self image | 10 | 3.11 | 2.24 | 3.00 |
|  | Bilingual Items | 80 | 26.27 | 31.11 | 26.87 |
| 13 | Parent involvement: 5 ways to encourge support | 10 | 2.54 | 3.93 | 2.71 |
| 14 | Parent involement: 3 skills for making home visits | 10 | 4.93 | 4.75 | 4.91 |
| 4 | Cultural Awareness: identification & definition of phrases | 10 | 3.29 | 3.51 | 3.32 |
| 5 | Cultural awareness: definition of English terms | 10 | 4.51 | 5.31 | 4.61 |
| 6 | Cultural awareness: definition of Spanish terms | 10 | 2.49 | 4.10 | 2.69 |
| 7 | Cultural awareness: Black students' peer cooperation | 10 | 5.36 | 7.58 | 5.64 |
| 8 | Cultural awareness: Mexican-American students' deference to adults | 10 | 5.32 | 6.72 | 5.50 |
| 9 | Cultural awareness: Black status through verbal manipulation | 10 | 3.30 | 3.96 | 3.38 |
|  | Bicultrual Items | 80 | 31.74 | 39.86 | 32.76 |
|  | Total Test | 160 | 58.01 | 70.97 | 59.63 |
|  |  | N | 203 | 29 | 232 |

## TABLE 3

### FREQUENCY DISTRIBUTION OF ITEM SCORES ON TEACHER WORKSHOP ASSESSMENT
Summer 1973

| | BILINGUAL | | | | | | | | | BICULTURAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Statewide Program | Local Program | Use of Materials | English as a Second Language | | Spanish as a Second Language | | Teaching Techniques | | Parent Involvement | | Cultural Avareness | | | | | |
| Item No. → | 1 | 2 | 3 | 10 | 11 | 12a | 12b | 15 | 16 | 13 | 14 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 points | - | - | 12 | 2 | 47 | 126 | 93 | 102 | 66 | 47 | 89 | 0 | 7 | 4 | 99 | 88 | 59 |
| 9 points | - | - | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 0 | 0 |
| 8 points | - | - | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 1 | 22 | 6 | 0 | 0 | 0 |
| 7 points | - | - | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 29 | 18 | 0 | 0 | 0 |
| 6 points | - | - | 16 | 24 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 15 | 35 | 19 | 0 | 0 | 0 |
| 5 points | 0 | 5 | 0 | 19 | 40 | 0 | 0 | 7 | 7 | 0 | 0 | 39 | 0 | 18 | 61 | 79 | 39 |
| 4 points | 1 | 0 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 65 | 49 | 25 | 0 | 0 | 0 |
| 3 points | 16 | 27 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 49 | 30 | 2 | 0 | 0 | 0 |
| 2 points | 39 | 36 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 26 | 26 | 41 | 0 | 0 | 0 |
| 1 point | 57 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 10 | 20 | 0 | 0 | 0 |
| 0 points | 119 | 164 | 168 | 87 | 145 | 106 | 139 | 123 | 159 | 121 | 97 | 19 | 18 | 73 | 72 | 65 | 134 |
| Overall mean | .81 | .76 | 1.82 | 3.74 | 2.75 | 5.43 | 4.01 | 4.55 | 3.00 | 2.71 | 4.91 | 3.32 | 4.61 | 2.69 | 5.64 | 5.50 | 3.38 |
| Mean for Project School | .78 | .70 | 1.65 | 3.76 | 2.53 | 5.27 | 3.84 | 4.63 | 3.11 | 2.54 | 4.93 | 3.29 | 4.51 | 2.49 | 5.36 | 5.32 | 3.30 |
| Mean for non-Project School | 1.03 | 1.20 | 3.03 | 3.62 | 4.31 | 6.55 | 5.17 | 3.96 | 2.24 | 3.93 | 4.75 | 3.51 | 5.31 | 4.10 | 7.58 | 6.72 | 3.96 |

# Appendix K

# INSTRUMENT REPORT

# NOVEMBER 6 WORKSHOP REACTION QUESTIONNAIRE

| | |
|---|---|
| Date/Period of Administration: | November 6, 1973 |
| Population: | Participants in Workshop |
| Administered by: | Project Staff |
| Data Collected by: | Office of Evaluation Staff |

## DESCRIPTION OF NOVEMBER 6 WORKSHOP REACTION QUESTIONNAIRE

Number of administrations of the instrument

One

Location of administration

Carruth Administration Building

Problems with the measure or with the administration which might affect the validity of the measure

None

Training of the administrators

None

Brief description of the instrument

Participants reacted to items related to each workshop session attended

Rationale for the instrument

Measure opinions of workshop held by participants

Developer of instrument

Office of Evaluation staff

Development of the instrument

Bilingual staff outlined activities and consultants. Evaluation staff developed appropriate items.

Standardization of the instrument

None

Reliability and validity of the instrument

No data available

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

## Inservice Evaluation - November 6, 1973

The Bilingual/Bicultural Project of the Austin Independent School District conducted an inservice day for teachers Tuesday, November 6, 1973, in the Carruth Administration Building. Workshops concerning topics of interest to teachers in the bilingual classes were conducted by consultants with expertise in the various areas of emphasis. Appendix A is a schedule of the workshop sessions, their topics, are their consultants.

### Participants

Eighty teachers of bilingual classes in ESAA Bilingual/Bicultural Project elementary schools and other district elementary bilingual classes participated. Approximately 50 teachers were from project schools.

In addition to teachers, members of the project administrative and evaluation staff attended the workshop sessions.

### Objectives

The two main objectives of the inservice program were:

1. To introduce teachers to new ideas and methods of bilingual education.
2. To better prepare the teachers to function in a bilingual instructional setting by presenting them with ideas and methods which they might incorporate within their classrooms.

## Evaluation

Assessment of the workshops' success in meeting the objectives was conducted on two levels:

1. The overall impact of the inservice activities.
2. The individual impact of each of the consultants and his/her topic.

This was accomplished through the use of a feedback questionnaire completed and returned by 60 of the participants at the end of the inservice day. The questionnaire (see Attachment B) was composed of 33 items and a space for additional comments. The participants were asked to respond to each item on the following scale.

1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True

The first three items were designed to assess the overall impact, and each set of five succeeding items was designed to assess the impact of one of the six consultants.

## Analysis

Data collected from the questionnaires were analyzed by a computer program written by Donald Veldman, University of Texas. The print-out for the Distat analysis is presented in Appendix C. * Basically, this procedure provided an item analysis for the questionnaire along with mean ratings for overall and consutant factors.

## Results

All items were stated positively and the scale was designed so that the higher the mean rating of an item, the more positive the response.

Table 1 shows the respondants' ratings for the three items relating to the inservice day as a whole. The three items were rated slightly negative by the participants.

Table 2 shows the respondants' rating for each consultant and for each of the five areas assessed. Generally, the participants did not agree that the ideas and methods presented during the workshops were new to them-although this response was almost neutral. However, the participants did express slight agreement with the statement that they were presented with new ideas and/or methods which would be useful to them in the classroom. Strongly positive responses were given to the item regarding the expertise of the consultants and their recommendation

---

* Deleted from this report.

## TABLE 1

## EVALUATION FOR BILINGUAL/BICULTURAL IN-SERVICE 11-6-73

| Rating Scale | Number of possible responses |
|---|---|
| 1- completely false | 60 |
| 2- mostly false | |
| 3- partly true, partly false | |
| 4- mostly true | |
| 5- completely true | |

### Item Questions

1. The inservice as a whole introduced me to new ideas and methods of bilingual/bicultural education.
2. The inservice as a whole has better prepared me to teach in a bilingual/bicultural program.
3. More inservice training like today's would be helpful to me.

### OVER ALL VIEW OF THE IN-SERVICE

| Item | Mean Rating | Number of Responses |
|---|---|---|
| 1 | 2.60 | 58 |
| 2 | 2.35 | 59 |
| 3 | 2.72 | 59 |

## TABLE 2

## EVALUATION FOR BILINGUAL/BICULTURAL IN-SERVICE 11-6-73

Rating Scale

1- completely false
2- mostly false
3- partly true, partly false
4- mostly true
5- completely true

Number of possible responses

60.

Item Questions

1. The consultant presented ideas about bilingual/bicultural education which were new to me.
2. The consultant presented methods of bilingual/bicultural education which were new to me.
3. The consultant presented presented ideas and/or methods which I intend to incorporate within my classroom.
4. The consultant was knowledgeable in the area to which he addressed himself.
5. I would recommend this consultant to other teachers in bilingual/bicultural programs.

| Item Questions | Dr. George Blanco Consultant #1 | Carlos Vargas Consultant #2 | Charles Boyd Consultant #3 | Mrs. Carmen Salazar Consultant #4 | Mrs. Geneve Montoya Consultant #5 | Minerva Govena Consultant #6 | Mean Score o Consultants |
|---|---|---|---|---|---|---|---|
| 1. | 2.65 | 2.63 | 3.23 | 2.91 | 2.52 | 2.61 | 2.76 |
| 2. | 2.87 | 2.52 | 3.29 | 2.94 | 2.36 | 2.58 | 2.91 |
| 3. | 3.47 | 2.76 | 4.00 | 3.45 | 2.52 | 3.12 | 3.22 |
| 4. | 4.56 | 4.06 | 4.64 | 4.33 | 3.42 | 3.76 | 4.13 |
| 5. | 4.53 | 3.11 | 4.41 | 4.20 | 3.17 | 4.00 | 3.90 |
| Number of Responses | 41 | 17 | 16 | 59 | 57 | 56 | ----- |

of the consultants for the bilingual/bicultural programs.

## Conclusions

The generally nuetral to negative reaction to the inservice day as a whole may have been influenced by previous events and other factors relating to the overall Bilingual/Bicultural Project. This is supported by the comments written by the participants (see Appendix D). The comments may be misleading unless consideration is given to the much higher percentage of comments from participants with negative ratings of the inservice day and the very low percentage of comments from participants with positive ratings.

Many comments referred to a desire for more time to be used for discussing the Bilingual/Bicultural Project itself, more consideration to be given to varieties in teacher experience in bilingual classes, and more emphasis on usable curriculum rather than theory.

From previous inservice workshops which asked teachers whether ideas presented were new to them, the project staff expected the ratings of items 1 and 2 to be lower than for the other three items. Most agreement was expressed with the knowledgeability of the consultants and the recommendation of the consultants to the other teachers.

Very few teachers indicated that they did not intend to incorporate within their classrooms the ideas presented in the workshops.

From the data collected and the comments written by the participants, there seems to be a clear request for future inservice workshops designed to meet the following needs.

1. Clarification of programatic goals and objectives.
2. Specific activities which teachers may use in their classrooms.
3. Planning of workshops which meet the varying training requirements of teachers with a wide range of experience and expertise in bilingual instruction.

# APPENDICES

Appendix A - Inservice Schedule

Appendix B - Reaction Form

Appendix C - Computer Print Out

Appendix D - Teacher Comments

## APPENDIX A

Austin Independent School District
Bilinqual/Biculture Department
ESAA Staff Development

Carruth Administration Building
Tuesday, November 6, 1973

Chairperson: Emma Galindo, coordinator of Staff Development and Curriculum

### Schedule of Events

8:00-8:15 a.m. Sign-In

8:15-8:30 a.m. Welcome:
Amelia Mendez, ESAA Bilingual/Biculture Coordinator

Introduction:
Emma Galindo

8:30-Noon Topic: "Auxilio! Auxilio!" How do I teach in Spanish. (Methods and Techniques)
Presenter: Dr. George Blanco, University of Texas Bilingual Dept.
Participants of the Seminar: Teachers of all levels of Spanish instruction
Room: Auditorium

8:30-10:00 a.m. Topic: "Help! Help!" "No comprendo el espanol" (Spanish-Mini-Course)
Presenter: Mr. Carlos Vargas, Curriculum Writer ESAA Bilingual-B
Participants: K-3rd. Monolinqual English Teachers
Room: 2A Ground Floor

8:30-10:00 a.m. Topic: "Why does he talk so funny?"
Presenter: Mr. Charles Boyd, Classroom Observer for Project Assist
Participants of the Seminar: 4th. & 5th. Monolinqual English Teachers
Room: 2B Ground Floor

COFFEE BREAK *********ALL PARTICIPANTS**********10:00 a.m.-10:30 a.m.

10:30-Noon Participants of Dr. Blancos' seminar return to auditorium.
Participants of Mr. Vargas will now be in room 2B and take part in Mr. Boyds' seminar.
Participants of Mr. Boyds will now be in room 2A and take part in Mr. Vargas' seminar.

LUNCH****************All PARTICIPANTS****************Noon-1 p.m.

## Resume Meetings

1-4:10 p.m.
Chairperson: Amelia Mendez
Topic: What about Language?
Presenter: Mrs. Carmen Salazar
Rooms: 2 A & B Ground Floor

Time Schedule:
1-2 p.m. K-1st. grade teachers
2:05-3:05 p.m. 2nd-3rd. grade teachers
3:10-4:10 p.m. 4th-5th. grade teachers

1-4:10 p.m.
Chairperson: Lynn Ceyanes
Topic: Oral Language Development
Presenter: Mrs. Geneve Montoya, Office of International & Bilingual Education, Texas Education Agency
Room: East Part of the Auditorium

Time Schedule:
1-2 p.m. 2nd-3rd. grade teachers
2:05-3:05 p.m. 4th-5th. grade teachers
3:10-4:10 p.m. K-1st. grade teachers

1-4:10 p.m.
Chairperson: Emma Galindo
Topic: Teacher and Aide Working Together
Presenter: Minerva Gorena, Material Specialist Region XIII, Education Service Center
Room: West Part of the Auditorium

Time Schedule:
1-2 p.m. 4th-5th. grade teachers
2:05-3:05 p.m. K-1st. grade teachers
3:10-4:10 p.m. 2nd-3rd. grade teachers

# APPENDIX B

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual Bicultural Project

## Inservice Evaluation - November 6, 1973

Please write the number of the most appropriate response next to each item according to this scale:

1 - Completely False 2 - Mostly False 3 - Partly True, Partly False
4 - Mostly True 5 - Completely True

### Overall

_____1. The inservice as a whole introduced me to new ideas and methods of bilingual/bicultural education.
_____2. The inservice as a whole has better prepared me to teach in a bilingual/bicultural program.
_____3. More inservice training like today's would be helpful to me.

Please respond to items for all consultants you heard today.

Consultant: Dr. George Blanco, "How do I teach Spanish?"

_____4. The consultant presented ideas about bilingual/bicultural education which were new to me.
_____5. The consultant presented methods of bilingual/bicultural education which were new to me.
_____6. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.
_____7. The consultant was knowledgeable in the area to which he addressed himself.
_____8. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Consultant: Carlos Vargas, "No comprendo el español"

_____9. The consultant presented ideas about bilingual/bicultural education which were new to me.
_____10. The consultant presented methods of bilingual/ bicultural education which were new to me.
_____11. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.
_____12. The consultant was knowledgeable in the area to which he addressed himself.
_____13. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Consultant: Charles Boyd, "Why does he talk so funny?"

______14. The consultant presented ideas about bilingual/bicultural education which were new to me.

______15. The consultant presented methods of bilingual/bicultural education which were new to me.

______16. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.

______17. The consultant was knowledgeable in the area to which he addressed himself.

______18. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Consultant: Mrs. Carmen Salazar, "What about language?"

______19. The consultant presented ideas about bilingual/bicultural education which were new to me.

______20. The consultant presented methods of bilingual/bicultural education which were new to me.

______21. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.

______22. The consultant was knowledgeable in the area to which he addressed himself.

______23. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Consultant: Mrs. Geneve Montoya,"Oral Language Development"

______24. The consultant presented ideas about bilingual/bicultural education which were new to me.

______25. The consultant presented methods of bilingual/bicultural education which were new to me.

______26. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.

______27. The consultant was knowledgeable in the area to which he addressed himself.

______28. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Consultant: Minerva Gorena, "Teacher and Aide working together."

______29. The consultant presented ideas about bilingual/bicultural education which were new to me.

______30. The consultant presented methods of bilingual/bicultural education which were new to me.

______31. The consultant presented ideas and/or methods which I intend to incorporate within my classroom.

______32. The consultant was knowledgeable in the area to which he addressed himself.

______33. I would recommend this consultant to other teachers in bilingual/bicultural programs.

Additional Comments:

## APPENDIX D

## COMMENTS FROM BILINGUAL BICULTURAL PROJECT INSERVICE EVALUATION
November 6, 1973

1. I feel we need more workshops that will acquaint us with materials adequate for use with children after they have been diagnosed and grouped. Esp.: SSL materials.

2. Don't group us K-3. I think we have enough money and resource persons to have 1 per grade level. Why not ask us what we want. I'm tired of being asked to stay til 4:30 and get in the traffic. A little more organization could eliminate this.

3. The consultants were knowledgable and for the most part good speakers but we have heard most of these speakers speak on the same topics before. Then too, some of the speakers spoke on subjects that were either irrelevant or that we already knew well.

4. Most of the relevant-pertinent legitimate questions teachers had went unanswered. I had the feeling that we were talking on different levels. Too long!! I was early, and I resent being kept late.

5. I do not have a teacher aide and have never worked with one, so I feel the last session was wasted on me.

6. This day has left me frustrated with the over-all bilingual program; the materials presented (for teaching) we do not have in my school; (apparently they are on order), the aides are quitting steadily because of wage difficulties so cheery info. about them does not apply..... and most of these sessions had people directing who were not in the program and can not get materials or answer pertinent questions.

7. We need guides. We need to start a program gradually. We don't need to jump into a program 2 weeks before school begins. It's unfair to teachers, kids, no matter how good the idea - and bilingual/bicultural is. A good idea when well prepared. At least 1 year prior to the programs initiation.

8. I had anticipated this inservice to provide me with mostly practical and useful methods and teachniques - not sell me on the needs for a program I am already committed to, I expected more guide lines and information on what this is all about and what is expected of me as a teacher as well as the objectives of the program. Unfortunately we seem to be unable to get this much needed direction. I leave with just about as many frustrations and unanswered questions as I came with !

9. I feel that the teachers in the ESAA program have legitimate concerns about materials, procedures and funds which should be listened to. We are a frustrated group!

10. Inservice today seemed to be a repetition of August's meeting. Presenters seemed to underestimate the caliber and experience of teachers. Some ideas were highly unrealistic or irrelevant.

11. Please do something! We heard all this stuff in August. We need specific things about aides to be remedied. We need real unified thoughts about what we feel this Bilingual is supposed to be. We needed to talk with grade level calleagues as to what they do and what their specific goals are for the year.

12. I personally do not feel I learned anything new. We are so concerned with getting kids turned on to learning I wish you could come up with something that would turn teachers on to teaching! I'm tired of having workshops that continue after 3:45-------

13. I thoroughly enjoyed Dr. Blanco and Mrs. Montoya. These people presented new information to me. Mrs. Salazar was excellent but she spoke to ESL and not bilingual methods or SSL as Dr. Blanco did which is what I need. Most of us know ESL methods but its in working with the bilingual-bicultural aspects that I need help! Miss Gorena was also very good but the topic was one which was treated in the same manner in the bilingual workshop held at Pease in August. I feel that fresher ideas and topics could be selected. Perhaps more along the lines of Dr. George Blanco's presentation.

14. I would like to see a follow up meeting requesting each participant to share at least one specific thing he tried or did in his classroom as a result of his participation in this inservice. Would like to know before hand our consultants and their specific interests so we could have intelligible questions and concerns we may have in our classroom. Would like to know more about our membership (as a school) in the different special programs. When we get questionnaires requesting this info. I'd like to be more intelligible regarding this.

15. We didn't really receive any materials or ideas to use in the classroom.

16. The materials from Dr. Saville are excellent. Each teacher should receive a copy.

17. hope bi ling - bi cult aides will hear M. Gorena in a workshop would like to have Mrs. Salazar but ...

18. I don't think these questions are applicable for Ms. Gorena.

19. What about language? With Mrs. Salazar were very interesting and I plan to incoporate her ideas.

20. Get more dynamic people like Carmen Salazar who have been there. - Has great teaching ideas.

21. I had been exposed to a lot of this material previously.

22. The workshop was good but many of the comments are so repetitious - need consultants from other projects such as C. Salazar. George Blanco -- --Richard Santos -- actual teachers put on display.

23. The program was a repetition of August meeting with a few newer faces, but that was it for new. Do not treat children as stupid little people who have been locked up in a closet and are fragile flowers incapable of actually thinking and learning. Whatever happened to culture? We need materials and ideas, not lecture on all the things we do wrong.

24. Most of the ideas presented today were repetitious. The grouping of the sessions was poor. i.e., the English teachers had to sit and listen to the teaching of Spanish.

25. This inservice would have been more effective if we had gotten some materials and shared ideas with each other. Listening to theory is great but does it always apply??

26. Some really relevant concerns expressed were often side-stepped. The people who needed to hear our concerns were not present. There were people present who have taught in bilingual situations for several years and the others were beginners. Some were bored and some were lost. I don't appreciate being here past 3:45 either.

27. I am already using most of the ideas I heard about today! Therefore, I really didn't gain much. Perhaps a survey of teacher needs before the inservice and proper grouping would have helped.

## Appendix L

## INSTRUMENT REPORT

# LANGUAGE MASTER WORKSHOP REACTION QUESTIONNAIRE
# LANGUAGE MASTER CRITERION REFERENCED MEASURE

Date/Period of Administration: December 13, 1973

Population: Participants in Workshop

Administered by: Bilingual/Bicultural Materials Specialist

Data Collected by: Office of Evaluation Staff

# DESCRIPTION OF LANGUAGE MASTER REACTION QUESTIONNAIRE

### Number of administrations of the instrument

One

### Location of administration

Kealing Learning Center

### Problems with the measure or with the administration which might affect the validity of the measure

None

### Training of the administrators

None

### Brief description of the instrument

Questionnaire asking participants to rate the usefulness of training with the Language Master.

### Rationale for the instrument

To evaluate the success of the Language Master training through a survey of participants' opinions.

### Developer of the instrument

Office of Evaluation staff

### Development of the instrument

Office of Evaluation staff consulted with Bilingual/Bicultural Project staff to determine goals of the training, and to write the appropriate items.

### Standardization of the instrument

None

### Reliability and validity of the instrument

No data available

# DESCRIPTION OF LANGUAGE MASTER - CRITERION REFERENCED MEASURE

## Number of administrations of the instrument

Two

## Location of administration

Kealing Learning Center

## Problems with the measure or with the administration which might affect the validity of the measure

None

## Training of the administrators

None

## Brief description of the instrument

Pre-post measure of skills and knowledge necessary for effective use of the Language Master

## Rationale for the instrument

Measure entry level skills and gain during workshop

## Developer of the instrument

Office of Evaluation staff

## Development of the instrument

Project staff identified skills and knowledge to be emphasized in workshop. Evaluation staff developed appropriate items.

## Standardization of the instrument

None

## Reliability and validity of the instrument

No data available

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

# EVALUATION OF DECEMBER 13, 1973 INSERVICE

The ESAA Bilingual/Bicultural Project conducted an inservice workshop for teachers of project bilingual classes on December 13, 1973, at the Kealing Learning Center. Participating were K-5th grade teachers of bilingual classes in the four project elementary schools, Allison, Govalle, Metz, and Palm. The purpose of the workshop was to acquaint the teachers with the uses of the Bell and Howell Language Masters recently provided their schools by the project. Each teacher attended the workshop for three hours either in the morning or in the afternoon.

The workshop was conducted by Joyce Williams, Educational Equipment Company, with the assistance of two consultants from Bell and Howell. The four curriculum writers from the project presented a demonstration of various uses of Language Masters in bilingual instruction. Each participant was given an opportunity to use the Language Master and to become familiar with available commercial programs. At the conclusion of the activities, teachers indicated their choices of materials to be ordered by the project. Each teacher's first choice was subsequently ordered.

Evaluation of the workshop included the administration of a pre/post criterion referenced type instrument as well as an opinion questionnaire form. The criterion referenced instrument consisted of five items selected as being representative of knowledge required to successfully and efficiently use a Language Master within one of the project's bilingual classrooms. The opinion questionnaire elicited participants' reactions to the workshop, its consultants, and its value to a teacher in a bilingual project.

Table 1 shows the frequency of responses and mean responses (from 1 to 5, with 1 being most negative and 5 being most positive) made by teachers on the opinion questionnaire (see attachment A) broken down by school. The grand mean of 4.4 indicates a very positive overall opinion of the workshop. There was a significant difference ( $P < .10$) between the opinions of the Govalle Elementary teachers and those from the other three schools; however, even though the Govalle mean was lower, it was still positive at 4.0.

Table 2 shows the frequency of responses and the mean responses for each grade level. The kindergarten teachers seemed to have responded most positively to the workshop's presentations.

Table 1 - Frequencies and mean responses of teachers to attitude questionnaire, classified by school

ITEM

| | response | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|---|
| Metz (9 teachers) | 5 | 6 | 4 | 5 | 9 | |
| | 4 | 2 | 3 | 3 | | |
| | 3 | 1 | 2 | 1 | | overall school mean |
| | 2 | | | | | |
| | 1 | | | | | |
| | Mean Response | 4.6 | 4.2 | 4.4 | 5.0 | 4.6 |
| Palm (11 teachers) | 5 | 6 | 3 | 7 | 11 | |
| | 4 | 2 | 5 | 4 | | |
| | 3 | 3 | 1 | | | overall school mean |
| | 2 | | 2 | | | |
| | 1 | | | | | |
| | Mean Response | 4.3 | 3.8 | 4.6 | 5.0 | 4.4 |
| Allison (13 teachers) | 5 | 8 | 7 | 12 | 11 | |
| | 4 | 4 | 3 | 1 | 2 | |
| | 3 | 1 | 2 | | | overall school mean |
| | 2 | | | | | |
| | 1 | | | | | |
| | Mean Response | 4.5 | 4.2 | 4.9 | 4.8 | 4.6 |
| Govalle (12 teachers) | 5 | 4 | 2 | 5 | 7 | |
| | 4 | 5 | 4 | 6 | 4 | |
| | 3 | 2 | 4 | 1 | 1 | overall school mean |
| | 2 | 1 | 1 | | | |
| | 1 | | 1 | | | |
| | Mean Response | 4.0 | 3.4 | 4.3 | 4.5 | 4.0 |

Grand Mean

4.4

Table 2 - Frequencies and mean responses of teachers to attitude questionnaire classified by grade.

|  |  | ITEM |  |  |  |  |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 |  |
| K(5 teachers) | 5 | 4 | 3 | 4 | 4 | overall grade mean |
|  | 4 | 1 | 2 | 1 | 1 |  |
|  | 3 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.8 | 4.6 | 4.8 | 4.8 | 4.8 |
| First (11 teachers) | 5 | 6 | 4 | 5 | 8 | overall grade mean |
|  | 4 | 1 | 3 | 5 | 2 |  |
|  | 3 | 3 | 3 | 1 | 1 |  |
|  | 2 | 1 |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.1 | 3.8 | 4.4 | 4.6 | 4.2 |
| Second (8 teachers) | 5 | 5 | 1 | 6 | 8 | overall grade mean |
|  | 4 | 2 | 3 | 2 |  |  |
|  | 3 | 1 | 3 |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.5 | 3.4 | 4.8 | 5.0 | 4.4 |
| Third (8 teachers) | 5 | 3 | 4 | 4 | 6 | overall grade mean |
|  | 4 | 3 | 2 | 4 | 2 |  |
|  | 3 | 2 | 1 |  |  |  |
|  | 2 |  | 1 |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.1 | 4.1 | 4.5 | 4.8 | 4.4 |
| Fourth (7 teachers) | 5 | 5 | 3 | 6 | 6 | overall grade mean |
|  | 4 | 2 | 2 | 1 | 1 |  |
|  | 3 |  | 1 |  |  |  |
|  | 2 |  | 1 |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.7 | 4.0 | 4.9 | 4.9 | 4.6 |
| Fifth (5 teachers) | 5 | 1 | 1 | 3 | 5 | overall grade mean |
|  | 4 | 3 | 3 | 1 |  |  |
|  | 3 | 1 |  | 1 |  |  |
|  | 2 |  | 1 |  |  |  |
|  | 1 |  |  |  |  |  |
|  | Mean Response | 4.0 | 3.8 | 4.2 | 5.0 | 4.3 |

The pre/post instrument (see attachment B) was scored as follows:

item 1- How many tracks are on a Language Master Card? incorrect response = 0; "two" = 1

item 2- What are they used for? incorrect response = 0; "instructor speaking" = 1; "student response" = 1; both answers = 2

item 3- What does the red light on the Language Master indicate? incorrect response = 0; "recording" = 1; "instructor recording" = 2

item 4- List ways to reuse a Language Master card. 1 point for each acceptable response up to 9.

item 5- How do you make a Language Master card that will stop and start again? incorrect response = 0; "cut a notch in tape" = 1

item 6- List all the ways a Language Master can be useful in a bilingual program. 1 point for each acceptable response up to 9.

item 7- Total of all points. If item 5 is scored 1, then it is counted 3 in this total.

Tables 3-6 show the comparisons of pre to post scores for the 42 participants whose papers were matchable (three post tests and one pretest were unmatched). The mean scores for each item may be interpreted as follows:

items 1 and 5- mean is the proportion of teachers responding correctly.

items 2 and 3- mean is average score received within a range of 0-2

items 4 and 6- mean is average number of acceptable responses given within a range of 0-9.

items 7- mean is average total score within a range of 0-26.

Table 3 shows the comparison of pre and post scores for all participants. For each of the seven items, there was substantial gain demonstrated from pre to post administration. Individually, 41 out of 42 teacher's scores improved while only one teacher's score remained the same.

Table 4 shows the comparison of pre and post scores broken down by schools. Gains were consistent in all schools.

Table 3 - Overall Pre/Post Comparison of Scores

| All Four Elementary Schools | Item | Pre Total | Mean | Total | Mean | Difference |
|---|---|---|---|---|---|---|
| | 1 | 20 | 0.47 | 42 | 1.00 | +0.53 |
| n=42 | 2 | 18 | 0.42 | 79 | 1.87 | +1.45 |
| | 3 | 11 | 0.28 | 72 | 1.71 | +1.43 |
| | 4 | 21 | 0.50 | 94 | 2.23 | +1.73 |
| | 5 | 4 | 0.09 | 40 | 0.95 | +0.86 |
| | 6 | 69 | 1.64 | 152 | 3.61 | +1.97 |
| | 7 | 151 | 3.59 | 548 | 13.04 | +9.45 |

Table 4 - Pre/Post Comparisons of Scores by Schools

| | | Pre | | Post | | |
|---|---|---|---|---|---|---|
| **Metz** | **Item** | **Total** | **Mean** | **Total** | **Mean** | **Difference** |
| N=9 | 1 | 5 | 0.56 | 9 | 1.00 | +0.44 |
| | 2 | 6 | 0.67 | 15 | 1.69 | +1.02 |
| | 3 | 2 | 0.22 | 14 | 1.56 | +1.32 |
| | 4 | 5 | 0.56 | 23 | 2.56 | +2.00 |
| | 5 | 1 | 0.11 | 9 | 1.00 | +0.89 |
| | 6 | 22 | 2.44 | 34 | 3.78 | +1.34 |
| | 7 | 43 | 4.78 | 122 | 13.56 | +8.78 |
| **Palm** | 1 | 3 | 0.33 | 9 | 1.00 | +0.67 |
| n=9 | 2 | 4 | 0.44 | 16 | 1.78 | +1.34 |
| | 3 | 2 | 0.22 | 14 | 1.56 | +1.34 |
| | 4 | 5 | 0.56 | 13 | 1.44 | +1.12 |
| | 5 | 0 | 0.00 | 9 | 1.00 | +1.00 |
| | 6 | 12 | 1.33 | 31 | 3.44 | +2.11 |
| | 7 | 26 | 2.89 | 110 | 12.22 | +9.33 |
| **Allison** | 1 | 7 | 0.54 | 13 | 1.00 | +0.46 |
| n=13 | 2 | 6 | 0.46 | 26 | 2.00 | +1.54 |
| | 3 | 5 | 0.38 | 23 | 1.77 | +1.39 |
| | 4 | 6 | 0.46 | 37 | 2.85 | +2.39 |
| | 5 | 1 | 0.08 | 13 | 1.00 | +0.92 |
| | 6 | 24 | 1.85 | 49 | 3.77 | +1.92 |
| | 7 | 51 | 3.92 | 186 | 14.31 | +10.39 |
| **Govalle** | 1 | 5 | 0.45 | 11 | 1.00 | +0.55 |
| n=11 | 2 | 2 | 0.18 | 22 | 2.00 | +1.81 |
| | 3 | 2 | 0.18 | 21 | 1.91 | +1.73 |
| | 4 | 5 | 0.45 | 21 | 1.91 | +1.46 |
| | 5 | 2 | 0.18 | 9 | 0.82 | +0.64 |
| | 6 | 11 | 1.00 | 38 | 3.45 | +2.45 |
| | 7 | 31 | 2.82 | 130 | 11.82 | +9.00 |

Table 5 shows the comparison of pre and post scores broken down by grade level. Again gains were demonstrated at all levels. Fourth and fifth grade teachers gained the least; however, the pre-test scores for fifth grade teachers were the highest.

Table 6 shows the comparison of pre and post scores for the nine teachers who had previously taught with a Language Master. Again gains were demonstrated on all items. Additional comments made by participants are included in attachment C.

Conclusions

The inservice workshop was effective in providing the participants with the knowledge necessary to make effective use of a Language Master in their classrooms as indicated by the gains demonstrated on the pre/post instrument. In addition, the participants were very positive in their reactions to the workshop activities and consultants as measured by the opinion questionnaire. The major accomplishment of this inserive workshop appears to be the delivery to project teachers of new and useful ideas and specific activities which they will be able to use in their classrooms.

Table 5 - Pre/Post Comparison of Scores by Grade Level

| Group K | Item | Total | Mean | Total | Mean | Difference |
|---|---|---|---|---|---|---|
| n=5 | 1 | 1 | 0.20 | 5 | 1.00 | +0.80 |
| | 2 | 2 | 0.40 | 10 | 2.00 | +1.60 |
| | 3 | 0 | 0.00 | 9 | 1.80 | +1.80 |
| | 4 | 0 | 0.00 | 7 | 1.40 | +1.40 |
| | 5 | 0 | 0.00 | 5 | 1.00 | +1.00 |
| | 6 | 0 | 0.00 | 15 | 3.00 | +3.00 |
| | 7 | 3 | 0.60 | 61 | 12.20 | +11.60 |
| **Group 1** | 1 | 5 | 0.50 | 10 | 1.00 | +0.50 |
| n=10 | 2 | 4 | 0.40 | 20 | 2.00 | +1.60 |
| | 3 | 5 | 0.50 | 17 | 1.70 | +1.20 |
| | 4 | 6 | 0.60 | 22 | 2.20 | +1.60 |
| | 5 | 2 | 0.20 | 9 | 0.90 | +0.70 |
| | 6 | 17 | 1.70 | 29 | 2.90 | +1.20 |
| | 7 | 43 | 4.30 | 125 | 12.50 | +8.20 |
| **Group 2** | 1 | 2 | 0.33 | 6 | 1.00 | +0.67 |
| n=6 | 2 | 4 | 0.67 | 12 | 2.00 | +1.33 |
| | 3 | 1 | 0.17 | 12 | 2.00 | +1.83 |
| | 4 | 2 | 0.33 | 23 | 3.83 | +3.50 |
| | 5 | 0 | 0.00 | 5 | 0.83 | +0.83 |
| | 6 | 14 | 2.33 | 31 | 5.17 | +2.84 |
| | 7 | 23 | 3.83 | 99 | 16.50 | +12.67 |
| **Group 3** | 1 | 2 | 0.25 | 8 | 1.00 | +0.75 |
| n=8 | 2 | 4 | 0.50 | 16 | 2.00 | +1.50 |
| | 3 | 1 | 0.13 | 14 | 1.75 | +1.62 |
| | 4 | 2 | 0.25 | 23 | 2.88 | +2.63 |
| | 5 | 0 | 0.00 | 8 | 1.00 | +1.00 |
| | 6 | 22 | 2.75 | 43 | 5.38 | +2.63 |
| | 7 | 31 | 3.88 | 128 | 16.00 | +12.12 |
| **Group 4** | 1 | 5 | 0.71 | 7 | 1.00 | +0.29 |
| n=7 | 2 | 0 | 0.00 | 9 | 1.29 | +1.29 |
| | 3 | 1 | 0.14 | 9 | 1.29 | +1.15 |
| | 4 | 4 | 0.57 | 10 | 1.43 | +0.86 |
| | 5 | 1 | 0.14 | 7 | 1.00 | +0.86 |
| | 6 | 4 | 0.57 | 15 | 2.14 | +1.57 |
| | 7 | 17 | 2.43 | 70 | 10.00 | +7.57 |
| **Group 5** | 1 | 5 | 0.83 | 6 | 1.00 | +0.17 |
| n=6 | 2 | 4 | 0.67 | 12 | 2.00 | +1.33 |
| | 3 | 3 | 0.50 | 11 | 1.83 | +1.33 |
| | 4 | 7 | 1.17 | 9 | 1.50 | +0.33 |
| | 5 | 1 | 0.17 | 6 | 1.00 | +0.83 |
| | 6 | 12 | 2.00 | 19 | 3.17 | +0.17 |
| | 7 | 34 | 5.67 | [illegible] | 12.67 | +7.00 |

Table 6 - Pre/Post Comparison of Scores For Teachers with Previous Language Master Experience

| | | Pre | | Post | | |
|---|---|---|---|---|---|---|
| Teachers | Item | Total | Mean | Total | Mean | Difference |
| who had | 1 | 8 | 0.88 | 9 | 1.00 | +0.12 |
| previously | 2 | 10 | 1.11 | 16 | 1.77 | +0.66 |
| taught | 3 | 6 | 0.66 | 16 | 1.77 | +1.11 |
| with a | 4 | 13 | 1.44 | 24 | 2.66 | +1.22 |
| Language | 5 | 2 | 0.22 | 9 | 1.00 | +0.78 |
| Master. | 6 | 33 | 3.66 | 39 | 4.33 | +0.67 |
| n=9 | 7 | 74 | 8.22 | 130 | 14.44 | +6.22 |

Attacnment A

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

## INSERVICE EVALUATION
December 13, 1973

School: ______________________ Grade Level: ____________

Please write the number of the most appropriate response next to each item according to this scale:

1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True

_____ 1. The inservice as a whole introduced me to new ideas and methods applicable to bilingual education.

_____ 2. The inservice has a whole has better prepared me in some way to teach in a bilingual program.

_____ 3. The consultants presented ideas and/or methods which I intend to incorporate in my classroom.

_____ 4. The consultants were knowledgeable in the instructional applications for Language Masters.

Additional Comments:

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

## INSERVICE EVALUATION
December 13, 1973

Social Security #: ____________________
(or other # you can remember)

School: ______________________ Grade Level: ______________

Have you previously taught with a Language Master? Yes _____ No _____

1. How many tracks are on a Language Master card? ______________
   What are they used for?

2. What does the red light on the Language Master indicate?

3. List ways to reuse a Language Master card.

4. How do you make a Language Master card that will stop and start again?

5. List all the ways a language master can be useful in a bilingual program.

Attachment C

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

## COMMENTS ON INSERVICE
December 13, 1973

Govalle

Linton )
Riojas } 1st
Trevino)

Too long- could have been done in 1 hour.

Mrs. Williams presented a beautiful inservice to us. Hopefully, She may come to our home school.

Better Communications

Better Austin organization be able to order own cards or have a choice

Metz

Mrs. Joyce Williams did an excellent job. Very helpful good suggestions

Has been much more practical and helpful than previous workshops; provided tangible ideas.

We should have been informed where to go this morning.

Better Communication between organizor and teachers.
Now with gasoline shortage why don't you come to our building instead of us coming to you.

Sure wish we could get the cards sooner!

Palm

Much valuable information was presented.

Poorly planned in that half of us were at the auditorium and half at Kealing. This resulted in loss of time that we could have used to make cards. Consequently we carried the machines, magazines, etc, etc. for nothing.

Excellent, entertaining.

Time well spent
"House calls" to our indiv. schools- Better Communication on last-minute changes- phone calls to school to notify of changes. The workshop itself was excellent.

**Allison**

I've used the language master for 2 years previously so the information and ideas presented were not new.

There just wasn't enough time this morning. A full day would have been more benificial.

I feel very good about the inservice and got good ideas from it.

# Appendix M

# INSTRUMENT REPORT

# "MAKE IT YOURSELF" WORKSHOP REACTION QUESTIONNAIRE

| | |
|---|---|
| Date/Period of Administration: | February-March, 1974 |
| Population: | Participants in Workshops |
| Administered by: | Bilingual Staff Development Specialist |
| Data Collected by: | Office of Evaluation |

# DESCRIPTION OF MAKE IT YOURSELF WORKSHOP REACTION QUESTIONNAIRE

Number of administrations of the instrument

One

Location of administration

Kealing Learning Center

Problems with the measure or with the administration which might affect the validity of the measure

Participants so interested in activities, questionnaire completed hurriedly

Training of the administrators

None

Brief description of the instrument

Participants record ideas encountered and react to opinion items

Rationale for the instrument

Measure number of ideas encountered by participants and their opinions of the activities

Developer of the instrument

Office of Evaluation staff

Development of the instrument

Conference with Project staff to determine objectives of workshop and to formulate procedures for measuring them

Standardization of the instrument

None

Reliability and validity of the instrument

No data available

# EVALUATION - "Make It Yourself" Workshops

From previous inservice workshops conducted in November and December, 1973, the desire by bilingual teachers to participate in staff development activities which would provide them actual materials and lessons was evident. As a result, the Bilingual/Bicultural Project staff planned and conducted a "Make It Yourself" Workshop on February 7, 1974. Participants in this workshop were the bilingual teams in the fourth and fifth grades. These teachers were chosen because of the especially difficult nature of their bilingual instructional program. Plans were for the other grade levels to participate contingent upon the success of this "trial" workshop.

A formative evaluation report on this workshop for the fourth and fifth grade bilingual teachers is on file in the Office of Evaluation. A summary of this evaluation is included here. Because of the overwhelmingly positive reception by the participating teachers of the original workshop, additional inservice days were scheduled for each of the remaining grade levels K-3. This report will review the entire series of "Make It Yourself" Workshops.

## Participants

All bilingual and monolingual team teachers in grades K-5 in Project elementary schools participated. In addition, bilingual teachers in grades K-3 from locally funded bilingual classes were included.

## Dates

Substitutes were provided for all participants for a full day as follows.

February 7, 1974 - 4th and 5th grades
March 11, 1974 - 3rd grade
March 20, 1974 - 1st grade
March 22, 1974 - 2nd grade
March 25, 1974 - Kindergarten

## Activities

Austin's bilingual instructional coordinator conducted each inservice session, arranging for all necessary materials to be available to participants. Teachers shared ideas and made the materials, game boards, flash cards, posters, etc. needed for using the ideas in their classrooms.

## Evaluation

Participants were provided a form (see Attachment I) on which to record the ideas encountered and the materials constructed during the workshop. At the conclusion of the day, these were to have been Xeroxed so that both the teacher and the evaluator could have a copy. This was not done, so the teachers did not receive a copy of their comments. The evaluation form asked participants to indicate the novelty of the ideas encountered, the utility of these ideas, and to rate the workshop for its benefit to them.

## Results

Table 1 is a summary of the participants' responses concerning the novelty of the ideas encountered during the workshops. Tables 5, 8, 11, 14, and 17 break these responses down for each workshop and for ESAA bilingual teachers and local bilingual teachers whenever possible to distinguish their responses on the evaluation instrument. The overall means indicate that the participants encountered an average of 3.90 ideas each, of which 2.30 had not been previously encountered, 1.22 had been previously encountered, but only .37 had been previously used.

Table 2 is a summary of the participants' responses concerning the utility of the ideas encountered during the workshops. Tables 6, 9, 12, 15, and 18 break these responses down for each workshop and for ESAA bilingual teachers and local bilingual teachers whenever possible to distinguish their responses on the evaluation instrument. The overall means indicate that materials for an average of 3.56 ideas were worked on by each participant. Of these ideas, 2.36 were completely prepared for classroom use, 1.08 were begun but not completed, and only 0.12 were to be made at a later date.

Table 3 is a summary of the participants' responses to the item "This workshop was well worth my time." Tables 7, 10, 13, 16, and 19 break these responses down for each workshop and for ESAA bilingual teachers and local bilingual teachers whenever possible to distinguish their responses. Fifty-two teachers responded that this was "completely true", five responded that this was "mostly true", and one responded that this was "partly true, partly false."

Table 4 is a summary of the participants' responses to the item "This type of workshop should be repeated." Tables 7, 10, 13, 16, and 19 break these responses down for each workshop and for ESAA bilingual teachers and local bilingual teachers whenever possible to distinguish their responses. Fifty-two teachers responded that this was "completely true" and two responded that this was "mostly true."

Attachment II is a compilation of the comments made by teachers participating in the workshops. Without exception, the comments were positive.

## Conclusions

This type of workshop provided the bilingual teachers with the kind of inservice activity they had requested. As a result of being provided inservice time for making practical classroom usable materials, the participants expressed gratitude for the experience and hopes for similar days in the future. These "Make It Yourself" Workshops were successful in every aspect of this evaluation. The recommendation appropriate here is that this type of inservice workshop be a part of both the pre-school summer workshop and the on-going staff training for the 1974-75 Bilingual/Bicultural Project teaching staff.

## REAPPRAISAL

The preceding evaluation strategy produced the conclusion that the "Make It Yourself" Workshops were an unqualified success in the opinion of the participants. Adopting another approach to assessing these sessions may bring to attention other considerations germane to the planning of future workshops of a similar nature. This reappraisal will explore the costs in staff time and program funds in relation to their eventual product.

Table 20 presents an itemization of identifiable costs related directly to the workshops. With 49 participants, the estimated cost per participant is $100. Table 2 presented a breakdown of the number of workshop ideas which teachers planned to eventually use in their classrooms. Dividing the cost of the workshops ($4,900) by the number of items prepared for classroom use (175),results in a unit cost for each item of $28. If just the tangible product of classroom instructional items is considered, then the cost per item is several times what it would be for obtaining similar commercially produced items.

Although no formal objectives were stated for these workshops, there were two implicit ones.

1. To provide teachers and Project staff with the opportunity to share useful ideas.
2. To provide teachers with an opportunity to make these ideas classroom-ready.

However, a third objective could have been considered, and, as evidenced by the participants' comments, would have been met.

3. To provide teachers an opportunity to discuss informally with teachers from other schools classroom organization and management as well as general experiences.

A most obvious characteristic of these objectives is their relation to short-range goals. Longer-range objectives might have included these.

4. To collect and disseminate a large pool of ideas for teacher-made items which could be constructed at any future time outside of a workshop setting.
5. To promote the realization by teachers of the variety of materials which they can make and of the value to bilingual education of teacher-made items.
6. To encourage a permanent desire on the part of teachers to supplement their curricula with teacher-made materials.

If inservice workshops are to accomplish their overall goal of developing a teaching staff knowledgeable of the materials and methods appropriate for bilingual education, then the costs of workshops should be justified by their long-range effects. Possibly $28 per item or $100 per participant is a justifiable expenditure to meet objectives 1-3; however, consideration could be given to explicitly adopting objectives 4-6 for future workshops as a means of broadening their lasting effect and of increasing their cost effectiveness.

## Recommendations

1. This type of workshop should be conducted at least for one day during the 1974-75 Project year. This seems justified by the overwhelmingly positive participant reaction this year.
2. The workshops should be restructured to allow for greater cost-effectiveness by adopting objectives 4-6 above, thus representing the materials produced as examples of what may be done rather than as ends in themselves.
3. The evaluation should be expanded to determine the extent to which -
    a. material produced is actually used by the participants within their classrooms.
    b. participants continue the production of teacher-made items.

## TABLE 1

## NOVELTY OF IDEAS

Mean Responses

| Participants' Grade Level | Number of New Ideas | Previously Encountered | Previously Used | TOTAL |
|---|---|---|---|---|
| Kindergarten | 1.58 | 0.50 | 0.08 | 2.17 |
| First Grade | 2.80 | 2.00 | 0.55 | 5.35 |
| Second Grade | 2.39 | 0.50 | 0.11 | 3.00 |
| Third Grade | 2.36 | 1.57 | 0.29 | 4.21 |
| Fourth & Fifth | 2.00 | 1.33 | 0.83 | 4.17 |
| All Grades | 2.30 | 1.22 | 0.37 | 3.90 |

Participants rated each idea encountered as being new, previously encountered, or previously used.

## TABLE 2

## UTILITY OF IDEAS

### Mean Responses

| Participants' Grade Level | All Necessary Materials Prepared | Began Preparation Of Materials | Materials To Be Made Later | Total |
|---|---|---|---|---|
| Kindergarten | 1.42 | 0.42 | 0.00 | 1.83 |
| First Grade | 3.20 | 1.45 | 0.10 | 4.75 |
| Second Grade | 1.78 | 0.78 | 0.06 | 2.61 |
| Third Grade | 2.07 | 1.79 | 0.00 | 3.86 |
| Fourth & Fifth | 3.08 | 0.75 | 0.25 | 4.08 |
| All Grades | 2.36 | 1.08 | .12 | 3.56 |

Participants recorded the state of readiness for classroom use of each item on which they worked.

## TABLE 3

## THIS WORKSHOP WAS WELL WORTH MY TIME.

Frequency of responses

| Participants' Grade Level | Completely False | Mostly False | Partly True Partly False | Mostly True | Comple Tru |
|---|---|---|---|---|---|
| Kindergarten | 0 | 0 | 0 | 1 | 9 |
| First Grade | 0 | 0 | 0 | 2 | 10 |
| Second Grade | 0 | 0 | 1 | 1 | 15 |
| Third Grade | 0 | 0 | 0 | 1 | 8 |
| Fourth & Fifth | 0 | 0 | 0 | 0 | 10 |
| All Grades | 0 | 0 | 1 | 5 | 52 |

## TABLE 4

## THIS TYPE OF WORKSHOP SHOULD BE REPEATED

### Frequency of Responses

| Participants' Grade Level | Completely False | Mostly False | Partly True Partly False | Mostly True | Completely True |
|---|---|---|---|---|---|
| Kindergarten | 0 | 0 | 0 | 1 | 9 |
| First Grade | 0 | 0 | 0 | 0 | 9 |
| Second Grade | 0 | 0 | 0 | 1 | 16 |
| Third Grade | 0 | 0 | 0 | 1 | 8 |
| Fourth & Fifth | 0 | 0 | 0 | 0 | 10 |
| All Grades | 0 | 0 | 0 | 3 | 52 |

## "MAKE IT YOURSELF" WORKSHOP
## KINDERGARTEN - MARCH 25, 1974

| Table 5 | | Novelty of Idea | | | |
|---|---|---|---|---|---|
| | | New Idea | Previously Encountered | Previously Used | Total |
| Number | ESAA | 11 | 2 | 0 | 13 |
| of | Local | 8 | 4 | 1 | 13 |
| Responses | Total | 19 | 6 | 1 | 26 |
| Mean | ESAA | 1.83 | 0.33 | 0.00 | 2.17 |
| per | Local | 1.33 | 0.67 | 0.17 | 2.17 |
| Participant | Total | 1.58 | 0.50 | 0.08 | 2.17 |

| Table 6 | | Utility of Idea | | | |
|---|---|---|---|---|---|
| | | All Necessary Materials Prepared | Began Preparation of Materials | Materials to be Made Later | Total |
| Number | ESAA | 10 | 3 | 0 | 13 |
| of | Local | 7 | 2 | 0 | 9 |
| Responses | Total | 17 | 5 | 0 | 22 |
| Mean | ESAA | 1.67 | 0.50 | 0.00 | 2.17 |
| per | Local | 1.17 | 0.33 | 0.00 | 1.50 |
| Participant | Total | 1.42 | 0.42 | 0.00 | 1.83 |

| Table 7 | | Opinion Items | | | | |
|---|---|---|---|---|---|---|
| | | Completely False | Mostly False | Partly True Partly False | Mostly True | Completely True |
| 1. This Workshop | ESAA | 0 | 0 | 0 | 0 | 6 |
| was well worth | Local | 0 | 0 | 0 | 1 | 3 |
| my time. | Total | 0 | 0 | 0 | 1 | 9 |
| 2. This type of | ESAA | 0 | 0 | 0 | 0 | 6 |
| Workshop should | Local | 0 | 0 | 0 | 1 | 3 |
| be repeated. | Total | 0 | 0 | 0 | 1 | 9 |

## "MAKE IT YOURSELF" WORKSHOP
## FIRST GRADE - MARCH 20, 1974

| Table 8 | | Novelty of Idea | | | |
|---|---|---|---|---|---|
| | | New Idea | Previously Encountered | Previously Used | Tota |
| Number of Responses | Total | 56 | 40 | 11 | 107 |
| Mean per Participant | Total | 2.80 | 2.00 | 0.55 | 5.35 |

| Table 9 | | Utility of Idea | | | |
|---|---|---|---|---|---|
| | | All Necessary Materials Prepared | Began Preparation of Materials | Materials to be Made Later | Total |
| Number of Responses | Total | 64 | 29 | 2 | 95 |
| Mean per Participant | Total | 3.20 | 1.45 | 0.10 | 4.75 |

| Table 10 | | Opinion Items | | | | |
|---|---|---|---|---|---|---|
| | | Completely False | Mostly False | Partly True Partly False | Mostly True | Completely True |
| This Workshop was well worth my time. | Total | 0 | 0 | 0 | 2 | 10 |
| This type of Workshop should be repeated | Total | 0 | 0 | 0 | 0 | 9 |

## "MAKE IT YOURSELF" WORKSHOP

Second Grade March 22, 1974

Table 11

| | | Novelty of Idea | | | |
|---|---|---|---|---|---|
| | | New Idea | Previously Encountered | Previously Used | Total |
| Number of Responses | Total | 43 | 9 | 2 | 54 |
| Mean per Participant | Total | 2.39 | 0.50 | 0.11 | 3.00 |

Table 12

| | | Utility of Idea | | | |
|---|---|---|---|---|---|
| | | All Necessary Materials Prepared | Began Preparation of Materials | Materials to be Made Later | Total |
| Number of Responses | Total | 32 | 14 | 1 | 47 |
| Mean per Participant | Total | 1.78 | 0.78 | 0.06 | 2.61 |

Table 13

| | | Opinion Items | | | | |
|---|---|---|---|---|---|---|
| | | Completely False | Mostly False | Partly True Partly False | Mostly True | Completely True |
| 1. This Workshop was well worth my time | Total | 0 | 0 | 1 | 1 | 15 |
| 2. This type of Workshop should be repeated | Total | 0 | 0 | 0 | 1 | 16 |

## "MAKE IT YOURSELF" WORKSHOP

Third Grade March 11, 1974

Novelty of Idea

| Table 14 | | New Idea | Previously Encountered | Previously Used | Total |
|---|---|---|---|---|---|
| Number of Responses | ESAA | 22 | 13 | 2 | 37 |
| | Local | 11 | 9 | 2 | 22 |
| | Total | 33 | 22 | 4 | 59 |
| Mean per Participant | ESAA | 3.14 | 1.86 | 0.29 | 5.29 |
| | Local | 1.57 | 1.29 | 0.29 | 3.14 |
| | Total | 2.36 | 1.57 | 0.29 | 4.21 |

Utility of Idea

| Table 15 | | All Necessary Materials Prepared | Began Preparation of Materials | Materials to be Made Later | Total |
|---|---|---|---|---|---|
| Number of Responses | ESAA | 23 | 14 | 0 | 37 |
| | Local | 6 | 11 | 0 | 17 |
| | Total | 29 | 25 | 0 | 54 |
| Mean per Participant | ESAA | 3.29 | 2.00 | 0.00 | 5.29 |
| | Local | 0.86 | 1.57 | 0.00 | 2.43 |
| | Total | 2.07 | 1.79 | 0.00 | 3.86 |

Opinion Items

| Table 16 | | Completely False | Mostly False | Partly True Partly False | Mostly True | Completely True |
|---|---|---|---|---|---|---|
| 1. This Workshop was well worth my time. | ESAA | 0 | 0 | 0 | 1 | 4 |
| | Local | 0 | 0 | 0 | 0 | 4 |
| | Total | 0 | 0 | 0 | 1 | 8 |
| 2. This type of Workshop should be repeated. | ESAA | 0 | 0 | 0 | 1 | 4 |
| | Local | 0 | 0 | 0 | 0 | 4 |
| | Total | 0 | 0 | 0 | 1 | 8 |

## "MAKE IT YOURSELF" WORKSHOP

Fourth and Fifth Grades February 7, 1974

TABLE 17

NOVELTY OF IDEA

| | New Idea | Previously Encountered | Previously Used | Total |
|---|---|---|---|---|
| Number of Responses | 24 | 16 | 10 | 50 |
| Mean Per Participant | 2.0 | 1.33 | .83 | 4.17 |

Table 18

UTILITY OF IDEA

| | All Necessary Materials Prepared | Began Preparation of Materials | Materials To Be Made Later | Total |
|---|---|---|---|---|
| Number of Responses | 37 | 9 | 3 | 49 |
| Mean Per Participant | 3.08 | .75 | .25 | 4.08 |

TABLE 19

OPINION ITEMS

| | Completely False | Mostly False | Partly True, Partly False | Mostly True | Completely True |
|---|---|---|---|---|---|
| 1. This workshop was well worth my time. | 0 | 0 | 0 | 0 | 10 |
| 2. This type of workshop should be repeated | 0 | 0 | 0 | 0 | 10 |

## Table 20
## Cost Analysis of "Make It Yourself" Workshops

| Personnel | Work Days | Cost per Day | Total |
|---|---|---|---|
| Substitutes (49 x 1 day each) | 49 | $ 19 | $ 931 |
| Teachers (49 x 1 day each) | 49 | 42 | 2,058 |
| Instructional Coord. (1 x 5 days) | 5 | 45 | 225 |
| Secretary (1 x 1.5 days) | 1.5 | 19 | 28.50 |
| Material Specialist (1 x 4 days) | 4 | 48 | 192 |
| Secretary (1 x 1.5 days) | 1.5 | 19 | 28.50 |
| Curriculum Writers (4 x 3½ days) | 14 | 47.50 | 665 |
| Project Coord. (1 x 1 day) | 1 | 64 | 64 |
| Evaluator (1 x 2 days) | 2 | 50 | 100 |
| Secretary (1 x 1 day) | 1 | 19 | 19 |
| Data Specialist (1 x 1 day) | 1 | 25 | 25 |
| All Personnel | | | $4,336 |
| | | | |
| Materials | | | 300 |

| | | |
|---|---|---|
| Other Costs: | F.I.C.A. | 253 |
| | Kealing Learning Center use | -- |
| | Substitute Office time | -- |
| | Principals' time | -- |
| | Payroll Office time | -- |
| | Teacher travel to K.L.C. | -- |
| | Staff travel to K.L.C. | 12 |
| Total of all identifiable costs | | 4,901 |

Number of Participants - 49
Cost per Participant - $100.02

Number of "items" made - 175
Cost per "item" - $ 28

Attachment I

## ESAA BILINGUAL/BICULTURAL PROJECT
February 7, 1974-Inservice Workshop

Please make any notes which you wish about the materials and activities encountered today so that you will have a permanent record of this workshop. As part of the project's evaluation of this type of workshop, each participant's paper will be xeroxed at the end of the day so that the Office of Evaluation may analyze the amount and usefulness of information that has been disseminated today. You do not have to write your name on this paper before it is copied. Additional pages are available if needed.

Directions: In the column headed NOVELTY write the appropriate number: 1=New Idea, 2=Previously Encountered Idea, 3=Previously Used Idea
In the column headed UTILITY write the appropriate number: 1=All Necessary Materials Prepared Today for Classroom Use, 2=Began Preparation of Materials, 3=Materials Will Be Made Later For Use, 4= Idea Won't Be Used.

| Novelty | Utility | ACTIVITY | PURPOSE | COMMENTS AND NOTES |
|---|---|---|---|---|
| | | | | |

| Novelty | Utility | ACTIVITY | PURPOSE | COMMENTS AND NOTES |
|---|---|---|---|---|
| | | | | |

Before turning in this sheet, please respond to these items. Thank you.

1=Completely False 2=Mostly False 3=Partly True Partly False 4=Mostly True 5=Completely True

_____1. This workshop was well worth my time and effort.

_____2. This type of workshop should be repeated.

COMMENTS:

# ATTACHMENT II

# COMMENTS FROM PARTICIPANTS

## ESAA BILINGUAL/BICULTURAL PROJECT
"Make It Yourself" Workshop
Comments for Kindergarten

1. Good workshop!

2. I felt the need to acquire a better understanding of the Bilingual/Bicultural Program of which I'm a part - rather than produce a lot of materials. I appreciated the day - sharing ideas, discussing needs of the children, etc.

3. Thoroughly enjoyed the day.

4. Enjoyed today very much. This work of today will help individualize in my classroom.

5. We felt the need to acquire a better understanding of the Bilingual/Bicultural Program and its operating and working among the different schools. This discussion helped us to enhance and better our own program.

6. I really enjoyed being able to finally go to a meeting that involved only Kindergarten matters. All the new ideas I received were really worthwhile.

7. Enjoyed small group, Definitely! Gathered knowledgeable ideas and information from other schools.

8. Really enjoyed this workshop. Not only was it beneficial in that I made materials, but I also acquired quite a few ideas from other teachers whom I didn't know before.

## ESAA BILINGUAL/BICULTURAL PROJECT
### "Make It Yourself" Workshop
### Comments from First Grade

1. Very worthwhile workshop. Gave us good ideas and time to prepare them.

2. El tiempo fue bien empleado y los materiales muy útiles. Seria muy buena idea darle oportunidad de preparar materiales para el proximo ano ha todas las maestras que esten interesadas. Se podria hacer esto durante el verano?

3. Thoroughly practical and enjoyable workshop. Much accomplished.

4. This was a great workshop. We need more like it.

5. Very good inservice. Would like to have more like this throughout the year, starting in the summer.

6. It was a good workshop.

7. I would like to attend another workshop like this one. I feel next time I would be better prepared to use my time adequately.

8. It was a very good workshop.

ESAA BILINGUAL/BICULTURAL PROJECT
"Make It Yourself" Workshop
Comments from Second Grade

1. I accomplished a lot. Enjoyed it, too.
2. Really very helpful. Please have more of these!
3. This has definitely been the best workshop, very beneficial. I'd been waiting for a day like this! I really got something done. Please, Please, Please - let's do this again!!!
4. Please try to give us more workbooks and a variety of them, for building up materials systems in Spanish. Would love to have another workshop like this.
5. It would be a good idea to have another workshop. It would also help if we could be furnished with more materials like workbooks.
6. This was a very good workshop and we hope we get to have more of these. It gave me an excellent opportunity to get new ideas to use in my classroom and time to work on these ideas.
7. Got many ideas to use later.
8. This was the best of all workshops. I really got alot accomplished which I normally couldn't do at school. I hope that this type of a workshop will be repeated very soon!
9. Very, very good
10. Bilingual materials such as workbooks should be supplied.
11. Takes a great of time: Thankful for the time alloted to us for this great workshop. This type of workshop should be continued during next year.
12. I would like to see more workshops like this, maybe we could have 2 or 3 of these before the beginning of next school year.

ESAA BILINGUAL/BICULTURAL PROJECT
"Make It Yourself" Workshop
Comments from Third Grade

1. Inservice was very profitable.
2. This will work great in my skill boxes. This workshop was great. I really enjoyed coming and working on materials.
3. The inservice was very helpful. The materials needed were supplied, and the working atmosphere was very good.
4. I enjoyed this workshop because we actually used our time on making materials for our class. Something useful.
5. I appreciate the opportunity to work on classroom materials. All necessary supplies well supplied.

"Make It Yourself" Workshop
Fourth and Fifth Grades

## COMMENTS

In general, all activities profitable - useful - Math and vocabulary games - good motivators workshop should be repeated

Dittos excellent

Availability of materials great

A wonderful chance to share ideas - "Copy" others ideas and really work and accomplish so much!

Children need interesting drills materials that they will be glad to use - there are just that!

I was not notified about the inservice until late this morning. I had previously scheduled a field trip for my class and therefore I could not attend until after lunch.

I was not notified about this inservice till late this morning and I had plans to take my students on a field trip

Materials available to check out - very helpful

Enjoyed the workshop very much. Would like to have another like this.

It was nice to have all the materials, etc. that we needed ready for us to use.

I enjoyed this workshop very much. All materials and assistance were available. It was an atmosphere of cooperation and fun.

This had to be the most useful inservice ever held. At - last something worth - while was finally given to teachers.

## Appendix N

## INSTRUMENT REPORT

## TEACHER/AIDE WORKSHOP REACTION QUESTIONNAIRE

Date/Period of Administration: March-April, 1974

Population: Participants in Workshops

Administered by: Bilingual Staff Development Specialist

Data Collected by: Office of Evaluation Staff

# DESCRIPTION OF TEACHER/AIDE WORKSHOP REACTION QUESTIONNAIRE

Number of administrations of the instrument

One

Location of administration

Kealing Learning Center

Problems with the measure or with the administration which might affect the validity of the measure

None

Training of the administrators

None

Brief description of the instrument

Opinion items related to workshop activities

Rationale for the instrument

Measure participant opinions of activities conducted

Developer of the instrument

Office of Evaluation staff

Development of the instrument

Staff Development Specialist and Evaluator confered on objectives and specific sessions. Appropriate items developed.

Standardization of the instrument

None

Reliability and validity of the instrument

No data available

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Educational Development
Office of Evaluation
ESAA Bilingual/Bicultural Project

# TEACHER/AIDE INSERVICE
March/April, 1974

## Program Description

A series of three inservice workshops concerning the working relationship between teachers and teacher aides in bilingual classrooms was conducted during March and April, 1974. This report briefly describes these workshops, the participants, and the reactions of the participants to the activities in which they engaged.

### Purpose

The primary purpose of these workshops was to provide a forum for discussion between teacher and aide of their working relationship within the classroom and each other's instructional role. A secondary purpose was to explore classroom management techniques appropriate for bilingual classrooms.

### Dates

March 6, 1974 - 2nd and 3rd Grades
March 29, 1974 - K and 1st Grades
April 29, 1974 - 4th and 5th Grades

### Participants

Bilingual teachers, monolingual team teachers, and aides from the four Project elementary schools (Allison, Govalle, Metz, and Palm) along with bilingual teachers from several other bilingual elementary schools in the district attended.

### Consultants and Activities

Activities and consultants were coordinated by the district's bilingual instructional coordinator, Mrs. Emma Galindo. Following is an outline of the scheduled activities and the consultants responsible.

March 6, 1974

Questions, Answers & Solutions - (small & large group activities)
Lynn Ceyanes, Pete Escamilla, Gloria García

Unidos Trabajando - María Rivas, Idalia Tamez, Carlos Vargas, Minnie Wilson, Curriculum Writers

Classroom Management - Phonics as a means to teaching Spanish-Irma Zavaleta, Dolores Segura, and Teresa McLaine from Zavala School

March 29, 1974

Teaching Together - Emma Galindo

"Punta y Talon" - Ann Leal

Classroom Management - Irma Zavaleta

Oral Language Development - Sheila Guzman

Diagnostic Reading Instruction in Spanish - Sarita Lopez

Interest Centers - Lucy Sahraie

April 29, 1974

Teachers and Aides - Emma Galindo

Reading - Angelina García and Caroline Williams

"Punta y Talon" - Ann Leal

Social Studies and Science-Spanish - Gloria Gamez, María Rivas, Carlos Vargas, Idalia Tamez and Minnie Wilson

## Evaluation

### Decision Questions

The evaluation of the three workshops was planned to provide feedback which would be useful in answering these two decision questions.

1. How beneficial to the participants was each inservice segment?
2. Should this type of inservice workshop be repeated, and if so, at what time during the 74-75 school year?

To answer these two questions, participants responded to a specially designed feedback instrument administered at the close of each of the three workdays. (see Attachments I, II, and III)

Participants rated each workshop segment individually and then indicated their preferred time for a similar workshop to be conducted during the 74-75 school year.

In addition, participants in the March 6 workshop responded to two unique items.

> This inservice has made my attitude more positive toward the teacher or aide with which I work.
>
> This inservice helped me and the teacher or aide with which I work understand each other's problems better.

These two items were dropped from the subsequent forms because of comments from several participants that they came to the workshop with positive attitudes and understandings and so the items were inappropriate. Several others omitted reponses to their items.

## Results

Participants rated each workshop segment on the following scale.

1 = a complete waste of time
2 = mostly a waste of time
3 = somewhat beneficial, somewhat wasteful
4 = mostly beneficial
5 = completely beneficial

Table 1 represents the participants' mean ratings of each inservice segment. The higher the mean, the more beneficial the raters felt the segment was. Means are presented for all identifiable groups. Mean ratings ranged from 3.14 to 4.58.

Participants in the March 6 workshop responsed on this scale to the two unique items.

1 = completely false
2 = mostly false
3 = partly true, partly false
4 = mostly true
5 = completely true

Table 2 represents the mean responese to the two unique items used on March 6. Bilingual/Bicultural Project teachers expressed less gain in positive attitudes than did the aides and teachers from other bilingual classes; however, all means were in positive direction.

Table 3 represents the participants' opinions on the best time, if at all, for the same type of workshop to be held in 74-75. Sixty-one percent felt that before school begins would be best, while an additional 30% chose during the first semester.

TABLE 1 MEAN RATINGS FOR INSERVICE SEGMENTS

1 = a complete waste of time
2 = mostly a waste of time
3 = somewhat beneficial, somewhat wasteful
4 = mostly beneficial
5 = completely beneficial

| DATE | INSERVICE SEGMENT | B/B TEACHERS | B/B AIDES | B/B TOTAL | OTHER TEACHERS | OTHER AIDES | OTHER TOTAL | ALL TEACHERS | ALL AIDES | ALL TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Mar.6 | Questions, Answers and Solutions | 3.38 | 3.90 | 3.61 | 3.10 | -- | 3.10 | 3.26 | 3.90 | 3.58 |
| Mar.6 | Unidos Trabajando | 3.85 | 3.50 | 3.70 | 2.89 | -- | 2.89 | 3.43 | 3.50 | 3.47 |
| Mar.6 | Classroom Management | 4.38 | 4.20 | 4.30 | 4.90 | -- | 4.90 | 4.61 | 4.20 | 4.48 |
| Mar.29 | Teaching Together | 2.87 | 3.22 | 3.00 | 3.50 | 3.33 | 3.45 | 3.06 | 3.25 | 3.14 |
| Mar.29 | Punta y Talon | 4.25 | 4.33 | 4.28 | 4.63 | 4.25 | 4.50 | 4.36 | 4.31 | 4.35 |
| Mar.29 | Classroom Management (Zavaleta) | 4.50 | 3.75 | 4.20 | 5.00 | 5.00 | 5.00 | 4.65 | 4.11 | 4.38 |
| Mar.29 | Classroom Management (McLaine) | 4.33 | 4.00 | 4.25 | 3.00 | -- | 3.00 | 3.93 | 4.00 | 3.97 |
| Mar.29 | Oral Language Dev. | 4.67 | 5.00 | 4.75 | 4.00 | 4.33 | 4.17 | 4.47 | 4.81 | 4.58 |
| Mar.29 | Dig. Read. Instru. in Spanish | 3.30 | 3.25 | 3.29 | 3.67 | 5.00 | 4.00 | 3.41 | 3.75 | 3.52 |
| Mar.29 | Interest Centers | 4.50 | 4.50 | 4.50 | 4.20 | 3.00 | 3.86 | 4.41 | 4.07 | 4.30 |
| April29 | Teachers & Aides | 3.67 | 4.20 | 3.82 | -- | -- | -- | 3.67 | 4.20 | 3.82 |
| April29 | Reading | 3.89 | 4.20 | 4.00 | -- | -- | -- | 3.89 | 4.20 | 4.00 |
| April29 | Punta y Talon | 4.08 | 3.20 | 3.82 | -- | -- | -- | 4.08 | 3.20 | 3.82 |
| April29 | Social Studies & Science-Spanish | 4.63 | 4.20 | 4.46 | -- | -- | -- | 4.63 | 4.20 | 4.46 |
| April29 | Hablamos en Español | 4.33 | -- | 4.33 | -- | -- | -- | 4.33 | -- | 4.33 |

TABLE 2 Mean Rating of Unique Items for March 6 Workshop

1 = completely false
2 = mostly false
3 = partly true, partly false
4 = mostly true
5 = completely true

| ITEM | B/B TEACHERS | B/B AIDES | B/B TOTAL | OTHER TEACHERS | ALL TOTAL |
|---|---|---|---|---|---|
| This inservice has made my attitude more positive toward the teacher or aide with which I work. | 3.75 | 4.00 | 3.86 | 4.33 | 3.96 |
| This inservice has helped me and the teacher or aide with which I work understand each other's problems better. | 3.67 | 4.30 | 3.95 | 4.50 | 4.07 |

TABLE 3 Frequency and Percentage of Participants' Preferences for Repitition of the Workshop

ITEM: This type of workshop should be a part of next year's project at the time indicated.

| GROUP | FREQUENCY (PERCENTAGE) | | | | |
|---|---|---|---|---|---|
| | BEFORE SCHOOL STARTS | DURING FIRST SEMESTER | AT END OF FIRST SEMESTER | DURING SECOND SEMESTER | NOT AT ALL |
| Bil/Bic Teachers | 27 (60) | 12 (27) | 1 (2) | 3 (7) | 2 (4) |
| Bil/Bic Aides | 18 (75) | 6 (25) | 0 (0) | 0 (0) | 0 (0) |
| Bil/Bic Total | 45 (65) | 18 (26) | 1 (1) | 3 (4) | 2 (3) |
| Other Teachers | 8 (42) | 9 (47) | 1 (5) | 0 (0) | 1 (5) |
| Other Aides | 3 (75) | 1 (25) | 0 (0) | 0 (0) | 0 (0) |
| Other Total | 11 (48) | 10 (43) | 1 (5) | 0 (0) | 1 (5) |
| All Teachers | 35 (55) | 21 (33) | 2 (3) | 3 (5) | 3 (5) |
| All Aides | 21 (75) | 7 (25) | 0 (0) | 0 (0) | 0 (0) |
| All Total | 56 (61) | 28 (30) | 2 (2) | 3 (3) | 3 (3) |

Only 2% and 3% chose the end of the first semester and during the second semester respectively. Only 3% felt the workshop should not be held at all. Attachment IV is a compilation of all additional comments made on the assessment forms.

## Conclusions

Although overall the ratings of the inservice segments were moderately high to well above 4, some groups rated several individual segments low. Responses to the two unique items from March 6 indicate that although there may have been confusion in responding to these items, there were some positive effects on teacher/aide relations derived from the workshop activities.

Most significantly, the participants (91%) expressed a desire to have this type of workshop early in the 74 - 75 Project year. The general feeling expressed by the participants was that the workshops were beneficial to both aides and teachers and should be repeated.

## Recommendations

1. Before planning similar workshops in the future, Project staff should review the ratings given these inservice segments and consultants to determine which to schedule again, which to revise, and which to eliminate.
2. The format and activities comprising these workshops were beneficial to both teachers and aides and should be considered closely in planning future workshops involving both teachers and aides.
3. Following the recommendation of the majority of participants, the 74 - 75 Project should provide this type of inservice to teachers and aides during the Summer Workshops.

Austin Independent School District
Bilingual/Biculture Department
Staff Development
2nd & 3rd Grade Teachers and Aides
March 6, 1974

(check one)
School____________________ Teacher________ Aide________

Please rate each of the following workshop segements on this scale:

1. a complete waste of time
2. mostly a waste of time
3. somewhat benefical, somewhat wasteful
4. mostly beneficial
5. completely beneficial

_____1. Questions, Answers & Solutions (small & large group activities) Lynn Ceyanes, Pete Escamilla, Gloria Garcia & Norma & Raul Garcia

_____2. Unidos Trabajando-Maria Rivas, Idalia Tamez, Carlos Vargas & Minnie Wilson Curriculum Writers

_____3. Classroom Management--Phonics as a means to teaching Spanish Irma Zavaleta, Dolores Segura & Teresa Mclaine from Zavala School

Please place the number of the most appropriate choice next to each of these items concerning this workshop as a whole. Use this scale:

1. Completely False
2. Mostly False
3. Partly true, partly false
4. Mostly true
5. Completely true

_____4. This inservice has made my attitude more positive toward the teacher /or aide with which I work.

_____5. This inservice helped me and the teacher /or aide with which I work understand each other's problems better.

_____6. This type of inservice should be a part of next year's project at the time indicated. (Please write the number of your choice next to number 6 from the possible answers below.)

1. before school starts
2. during the first semester
3. at the end of the first semester
4. during the second semester
5. not at all

Additional comments:

Attachment II

Austin Independent School District

Bilingual/Biculture Project

Kindergarten and First Grade Teacher/Aide Inservice

March 29, 1974

Teacher ________
School ________________ (check one) Aide ________________

Please rate each of the following workshop segments on this scale:

1. a complete waste of time
2. mostly a waste of time
3. somewhat beneficial, somewhat wasteful
4. mostly beneficial
5. completely beneficial

_____ 1. Teaching Together-Emma Galindo

_____ 2. "Punta y Talon"-Ann Leal

_____ 3a. Classroom Management-Irma Zavaleta
or
_____ 3b. Classroom Management-Theresa McClane
or
_____ 3c. Oral Language Development-Sheila Guzman

_____ 4a. Diagnostic Reading Instruction in Spanish-Sarita Lopez
or
_____ 4b. Interest Centers-Lucy Sahraie

This type of inservice should be a part of next year's project at the time indicated. (check one)

_____ 1. before school starts
_____ 2. during the first semester
_____ 3. at the end of the first semester
_____ 4. during the second semester
_____ 5. not at all

Additional Comments: (use back if necessary)

Attachment III

Austin Independent School District

Bilingual/Biculture Project

Fourth and Fifth Grade Teacher/Aide Inservice

April 29, 1974

Aide________________

School________________________ (Check one)Teacher______________

Please rate each of the following workshop segments on this scale:

1. a complete waste of time
2. mostly a waste of time
3. somewhat beneficial, somewhat wasteful
4. mostly beneficial
5. completely beneficial

_____1. Teachers and Aides-Emma Galindo

_____2. Reading-Angelina Garcia & Caroline Williams

_____3. "Punta y Talon" -Ann Leal

_____4. Social Studies and Science-Spanish
Gloria Gamez, Maria Rivas, Carlos Vargas, Idalia Tamez,
or Minnie Wilson

_____4. Hablamos En Espanol-Carol Perkins, Education Service Center
Region XIII

This type of inservice should be a part of next year's project at the time indicated. (check one)

_____1. before school starts
_____2. during the first semester
_____3. at the end of the first semester
_____4. during the second semester
_____5. not at all

Additional Comments: (use back if necessary)

ATTACHMENT IV

## COMMENTS

### March 6, 1974
### Second and Third Grades

1. I feel because I don't have an aide the morning session was wasted in my time as well as yours. Maybe we could request a particular need and concentrate on that need. ½ day - afternoon (because of reading at school) would, could be better.

2. I really enjoyed today! It was most helpful, and it gives me more courage to continue!

3. Have the next in-service for teacher made materials soon! Can't wait!

4. I especially enjoyed the afternoon session and am looking forward to the next one.

5. Inservice very beneficial because of aides and teachers were together for the first time.

6. I enjoyed Mrs. Segura and Miss Zavaleta's presentations very much.

7. The afternoon was more beneficial.

8. Please --- training for aides during the summer.

9. I enjoyed this inservice and I feel I have learned something.

### March 29, 1974
### Kindergarten and First Grades

1. Good workshop, personally I enjoyed the film "I am a Teacher Aide" and learning about Aides guidelines from Mrs. Galindo.

2. Wish we'd known about stations being made, so we could bring own ideas and materials - wonderful - need more of this type!

3. I do not believe a child in this area of Texas, should not be taught a language of Spanish. When its mixed with Puerto Rico, language, and South America.

   The child becomes confused. Because when he goes home, these parents do not understand them. Culture differences clash.

4. Very much enjoyed!

5. Throughout the year as new materials are present. We are teaching both English and Spanish reading and oral language development and should be able to attend both sessions in order for us to do a better job of teaching. Since the aide is doing half of the teaching,

March 29, 1974 Kindergarten and First Grades (Number 5 Continued)

5. in the room. I think the aide should be known as a license teacher if you pass a test or after a year of experience. And of course your head teacher is your degree teacher. I feel the word aide should not be used at all in the classroom. When you and your degree teacher are working toward the same goal. What is best for the child!

6. The filmstrip and transparency presentations were very beneficial. I want to have a copy of the questions I ask myself as a teacher and the aide asks herself. This will help me to relate to her and be more effective and helpful in working with an aide as this is a new experience for me, too.

7. Some did not apply to my grade level.

8. Again, this would have been more beneficial at the beginning of the year. It's confusing to have had two different philosophers of teaching Spanish reading Benitez (phonic approach only) vs Lopez (sight and phonic)

9. We need to spend more time on dances. No mention was made of what record was used. I suggest a workshop on dances that meets every day for a week for a short time each day. That way we won't forget them so easily.

10. More activities and movements should be provided after lunch!!

11. Sara Lopez was very knowledgable, but since I am a kindergarten teacher, her listing of methologies, and sub areas were not directly applicable to my teaching needs.

12. Activities where there is more audience participation should be presented. Lectures turn people off!

April 29, 1974
Fourth and Fifth Grades

1. Very useful! Afternoon, small group, was the best ever!

# Appendix O

# FIELD TRIPS

## FIELD TRIPS

One of the components of the ESAA Bilingual/Bicultural Project for 1973-74 was planned activities designed to increase the experience background of Project students. A major effort in this component was the participation in field trip experiences. Several events greatly influenced the field trip situation in Project schools throughout the year. This report attempts to present as accurately as possible the data relevant to the number of students in Project schools who participated in field trips.

The proposed field trip experiences for secondary students in the bilingual classes were to have included both local and out-of-town trips. Locally, trips were to include points of interest, especially those of a cultural nature. The out-of-town experience was to be an all-day visit to San Antonio. Table 1 shows the number of trips taken and the total number of students involved for ESAA funded field trips. All four schools did participate in the San Antonio trip and this is reflected in the totals. Martin and Allan did not take any local field trips, Austin took one, and Johnston took seven.

The elementary trips were originally planned to be taken by students from Project schools and students from non-Project, non-minority schools; however, this cultural interchange was never implemented. Thus all local field trips were participated in by Project students only. Originally the elementary students were not to be included in the San Antonio experience; however, an amendment was approved to take all of grades 2-6, and they did participate.

The elementary field trips must be considered in the context of the previous year and the unusual circumstances of the Project year. Table 2 summarizes the number of trips taken and the total number of times a student participated in one of these trips during the 72-73 year. "Local budget" trips were funded from Austin Independent School District sources and "other sources" included any other trips, of which the great majority were from the Title I Program. These same figures are compiled for 73-74 in Table 3. Table 4 is a comparison of the total number of students participating for both years. The total for 73-74 does not include ESAA funded trips.

These figures represent a 4% decrease in field trips from one year to the next. The enrollment of Austin Independent School District during the same period increased 1.5%. Therefore, the number of times students participated in a field trip decreased while the district's enrollment was increasing. This was within the context of a fuel shortage which prompted the Superintendent to encourage the curtailment of field trips.

Looking only at ESAA Bilingual/Bicultural Project elementary schools, a very different picture emerges. In 73-74, Project elementary school students participated in 15% more locally funded field trips than in 72-73,

### Table 1

### ESAA FIELD TRIPS 1973-74

| PAYMENT SOURCE | SCHOOL | # OF TRIPS | | | | | | | # OF STUDENTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | 5 | TOTAL | K | 1 | 2 | 3 | 4 | 5 | TOTAL |
| ESAA Bil/Bic | Allison | 1 | 1 | 2 | 2 | 1 | 1 | 8 | 90 | 100 | 233 | 232 | 126 | 126 | 907 |
| | Govalle | 2 | 0 | 1 | 1 | 1 | 2 | 7 | 95 | 0 | 133 | 133 | 133 | 193 | 687 |
| | Metz | 3 | 2 | 1 | 2 | 4 | 4 | 16 | 90 | 82 | 99 | 151 | 174 | 245 | 841 |
| | Palm | 0 | 0 | 1 | 1 | 1 | 1 | 4 | 0 | 0 | 78 | 78 | 78 | 78 | 312 |
| | Total | 6 | 3 | 5 | 6 | 7 | 8 | 35 | 275 | 182 | 543 | 594 | 511 | 642 | 2747 |
| ESAA Bil/Bic | Allan | | | | | | | 1 | | | | | | | 96 |
| | Martin | | | | | | | 1 | | | | | | | 80 |
| | Austin | | | | | | | 2 | | | | | | | 135 |
| | Johnston | | | | | | | 8 | | | | | | | 239 |
| | Total | | | | | | | 12 | | | | | | | 550 |
| ESAA Bil/Bic | All Project Schools | | | | | | | 47 | | | | | | | 3297 |

Table 2

## ELEMENTARY FIELD TRIPS 1972-73

| PAYMENT SOURCE | SCHOOL | # OF TRIPS | | | | | | | # OF STUDENTS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | 5 | Total | K | 1 | 2 | 3 | 4 | 5 | Total |
| Local Budget | Allison | 3 | 5 | 1 | 0 | 1 | 3 | 13 | 205 | 258 | 50 | 0 | 136 | 195 | 844 |
| | Govalle | 0 | 1 | 2 | 3 | 1 | 1 | 8 | 0 | 115 | 266 | 185 | 122 | 122 | 810 |
| | Metz | 3 | 2 | 9 | 0 | 0 | 1 | 15 | 102 | 114 | 553 | 0 | 0 | 47 | 816 |
| | Palm | 1 | 2 | 0 | 3 | 2 | 4 | 12 | 39 | 100 | 0 | 180 | 132 | 184 | 635 |
| | Total | 7 | 10 | 12 | 6 | 4 | 9 | 48 | 346 | 587 | 869 | 365 | 390 | 548 | 3105 |
| Other Sources | Allison | 4 | 2 | 2 | 4 | 1 | 4 | 17 | 204 | 105 | 180 | 300 | 145 | 260 | 1194 |
| | Govalle | 3 | 1 | 0 | 3 | 2 | 1 | 10 | 190 | 90 | 0 | 184 | 200 | 37 | 701 |
| | Metz | 2 | 1 | 1 | 5 | 3 | 5 | 17 | 83 | 50 | 27 | 253 | 122 | 372 | 907 |
| | Palm | 0 | 6 | 3 | 1 | 9 | 1 | 20 | 0 | 256 | 140 | 60 | 440 | 90 | 986 |
| | Total | 9 | 10 | 6 | 13 | 15 | 11 | 64 | 477 | 501 | 347 | 797 | 907 | 759 | 3788 |
| Both Sources | Project Schools Total | 16 | 20 | 18 | 19 | 19 | 20 | 112 | 823 | 1088 | 1216 | 1162 | 1297 | 1307 | 6893 |
| Local Budget | All District Elementary | | | | | | | 483 | | | | | | | 29,047 |
| Other Sources | All District Elementary | | | | | | | 146 | | | | | | | 9,221 |
| Both Sources | All District Elementary | | | | | | | 629 | | | | | | | 38,268 |

## Table 3

## ELEMENTARY FIELD TRIPS 1973-74

| PAYMENT SOURCE | SCHOOL | # OF TRIPS |  |  |  |  |  |  | # OF STUDENTS |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | K | 1 | 2 | 3 | 4 | 5 | Total | K | 1 | 2 | 3 | 4 | 5 | Total |
| Local Budget | Allison | 3 | 5 | 4 | 6 | 5 | 5 | 28 | 175 | 370 | 190 | 314 | 330 | 200 | 1,579 |
|  | Govalle | 2 | 2 | 1 | 0 | 0 | 1 | 6 | 96 | 154 | 148 | 0 | 0 | 76 | 474 |
|  | Metz | 1 | 1 | 5 | 1 | 3 | 2 | 13 | 63 | 100 | 239 | 54 | 248 | 116 | 820 |
|  | Palm | 1 | 6 | 1 | 6 | 1 | 2 | 17 | 48 | 215 | 53 | 302 | 26 | 52 | 696 |
|  | Total | 7 | 14 | 11 | 13 | 9 | 10 | 64 | 382 | 839 | 630 | 670 | 604 | 444 | 3,569 |
| Other Sources | Allison | 6 | 6 | 5 | 5 | 5 | 5 | 32 | 16 | 16 | 15 | 15 | 15 | 15 | 92 |
|  | Govalle | 7 | 7 | 6 | 6 | 6 | 6 | 38 | 19 | 19 | 19 | 18 | 18 | 18 | 111 |
|  | Metz | 6 | 8 | 7 | 7 | 5 | 5 | 38 | 21 | 220 | 80 | 72 | 16 | 16 | 425 |
|  | Palm | 5 | 5 | 5 | 5 | 5 | 5 | 30 | 11 | 11 | 11 | 11 | 11 | 10 | 65 |
|  | Total | 24 | 26 | 23 | 23 | 21 | 21 | 138 | 67 | 266 | 125 | 116 | 60 | 59 | 693 |
| Both Sources | Project Schools Total | 31 | 40 | 34 | 36 | 30 | 31 | 202 | 449 | 1105 | 755 | 786 | 664 | 503 | 4,262 |
| Local Budget | All District Elementary |  |  |  |  |  |  | 495 |  |  |  |  |  |  | 31,794 |
| Other Sources | All District Elementary |  |  |  |  |  |  | 208 |  |  |  |  |  |  | 4,768 |
| Both Sources | All District Elementary |  |  |  |  |  |  | 703 |  |  |  |  |  |  | 36,562 |

Table 4

ELEMENTARY FIELD TRIPS TOTALS

| PAYMENT SOURCE | SCHOOL | # OF TRIPS | # OF STUDENTS |
|---|---|---|---|
| | | Total | Total |
| 1972-73 All Sources | All District Elementary | 629 | 38,268 |
| 1973-74 All Sources | All District Elementary | 738 | 39,309 |

but 82% fewer from other sources. This represents a total of 38% fewer field trips than the year before. This is substantially different from the figures for the district as a whole.

The ESAA Bilingual/Bicultural Project, however, did make up for this deficit by providing additional field trips which brought the total for 73-74 up to a level equal to an overall rise of 2%. Therefore, students in Project elementary schools were provided a 2% increase in field trips while the district average fell by 4%. These totals, however, represent very small changes in the overall number of students participating.

## Appendix P

## INSTRUMENT REPORT

## BOEHM TEST OF BASIC CONCEPTS

| | |
|---|---|
| Date/Period of Administration: | September, 1973-January, 1974 |
| Population: | All Kindergarten Students |
| Administered By: | Classroom teachers |
| Data Collected By: | Austin Independent School District<br>Office of Student Development |

## DESCRIPTION OF BOEHM TEST OF BASIC CONCEPTS

### Number of administrations of the instrument

Two for each kindergarten student, once in September and once in January.

### Location of administration

In the classroom

### Problems with the measure or with the administration which might affect the validity of the measure

Loose control of administration procedures. Data from one class were discarded on the basis of abnormally high scores coupled with overtly negative attitudes toward standardized testing on the part of the teacher who administered and scored the test.

### Training of the administrators

None

### Brief description of the instrument

Fifty pictorial items arranged in approximate difficulty level. Each item consists of a set of pictures about which statements are read to the pupil. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

### Rationale for the instrument

To provide assessment of beginning school children's knowledge of frequently used concepts which are often mistakenly assumed to be known by children. By pinpointing these deficits early, appropriate remediation can be implemented to avoid interference with school progress.

### Developer of the instrument

Ann. E. Boehm, Published by the Psychological Corporation

### Development of the instrument

Items were developed by inspection of curriculum materials along with checks to see what concepts were difficult for sizeable numbers of children. Two waves of preliminary testing were done to obtain data for final selection of the items.

### Standardization of the instrument

Standardization sample consisted of low, middle, and high socioeconomic level students from kindergarten, first and second grades in 16 cities around the country. Percentiles corresponding to various raw scores are reported for beginning and midyear testing in each of the SES level by grade classifications.

### Reliability and validity of the instrument

Split-half reliability coefficients, corrected by the Spearman-Browen formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

## APPENDIX P

### Analyses of Results for the Boehm Test of Basic Concepts

The Boehm Test of Basic Concepts was administered to all kindergarten pupils attending Title I elementary schools as a pre-test during the Fall semester (late September) and again as a post-test during the Spring semester (late January). The test consists of 50 items divided unevenly among four scales, each purporting to measure different concept areas. Thus, four subscale scores (Space, Quantity, Time, and Miscellaneous) plus a total score can be derived.

The test administration was coordinated through the AISD Office of Student Development, with results in the form of punched computer cards (each card containing pre- and post-test scores for one pupil) provided to the Office of Evaluation for the four ESAA Bilingual/Bicultural elementary schools. A summary of these results is presented in Table 1 below.

With respect to Table 1, several points can be made. First, the overall mean total score for the four schools on the post-test was equal to 35.3, thus meeting the product objective for this measure. Second, the average scores for these schools were higher than those for the normative sample of low socioeconomic level pupils for both the beginning and midyear testing. Further, gains were consistently observed across all four of the concept areas measured by the Boehm Test. That is, there was no apparent tendency for these children to perform relatively better on, for example, the Space subscale, than on Quantity or Time.

In order to investigate more thoroughly the magnitude of these observed gains, some further analyses were performed. Using a procedure outlined in Winer (1962) a series of t-tests for correlated observations were performed and are reported in Table 2. One common difficulty which is encountered in attempts to assess the magnitude of gains over some period of time is the question of how to allow for the possibility that the gains can be simply attributed to the maturation process. That is, if we give a five year old child some test in September and again the following January, it is highly likely that his score will be higher in January no matter what sort of kindergarten program he is in. And if we perform some statistical test on this gain without taking this possibility into account, there is no way to differentiate between that part of the gain which may be attributable to some special program and that part which is attributable to the general program.

According to the normative data published in the Boehm Test manual, the average expected gain from beginning to mid-year for kindergarten students of low socioeconomic level is about three points (from 25.5 to 28.4).

Table 1

PRE- AND POST-TEST MEANS ON BOEHM TEST OF BASIC CONCEPTS

| | SPACE | | QUANTITY | | TIME | | MISC. | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Number of Students |
| Allison | 15.3 | 17.9 | 9.6 | 10.7 | 2.1 | 2.6 | 2.4 | 3.1 | 29.4 | 34.3 | 72 |
| Govalle | 15.8 | 18.9 | 10.1 | 12.9 | 2.0 | 2.9 | 2.6 | 3.4 | 30.5 | 38.0 | 54 |
| Metz | 14.1 | 16.4 | 8.9 | 11.1 | 1.8 | 2.6 | 2.3 | 3.1 | 27.1 | 33.1 | 52 |
| Palm | 12.9 | 18.6 | 10.1 | 11.7 | 2.2 | 3.0 | 3.1 | 3.7 | 28.4 | 37.1 | 21 |
| Total | 14.9 | 17.8 | 9.6 | 11.5 | 2.0 | 2.7 | 2.5 | 3.2 | 29.0 | 35.3 | 199 |
| Maximum Possible | 23 | | 18 | | 4 | | 5 | | 50 | | |

Therefore, if our statistical test were to take into account this normative average gain of three points, it would be possible to determine if at least some of the observed gains could be due to something other than the regular kindergarten program. Instead of testing the null hypothesis that the pre and post test means are equal and concluding that the program is effective if the statistical test indicates that this hypothesis can be rejected, we test the somewhat more stringent hypothesis that the expected difference between pre and post means is equal to three points, and conclude that there is an effect due to our program only if there is significantly more gain than the expected three points.

The results reported at the bottom of Table 2 do indicate that, for each of the four project schools, and for all four schools together, the observed gains were significantly greater than the gain that might be expected for an average group of pupils in an average program.

Unfortunately, it cannot be concluded that this gain was entirely attributable to the Bilingual/Bicultural Program. All four of these schools were involved with the local Title I program which, no doubt, would have some influence on these gains. Two of the schools (Metz and Palm) were also involved with an ESAA program to provide reading aides which, though it did not heavily stress kindergarten, would be expected to have had at least some influence. Thus it can be said that there was significant gain on this measure beyond what would be expected under a regular kindergarten program and that at least some of this gain can plausibly be attributed to the Bilingual/Bicultural Project, but that there is no conclusive evidence that the gains were caused by this particular project.

## Table 2

## FREQUENCY DISTRIBUTION OF RAW GAIN SCORES ON BOEHM TEST OF BASIC CONCEPTS

| GAIN | ALLISON | GOVALLE | METZ | PALM | TOTAL |
|---|---|---|---|---|---|
| 23 | | 1 | | | 1 |
| 22 | | | | 1 | 1 |
| 21 | 1 | | 1 | | 2 |
| 20 | | | | | |
| 19 | | | | | |
| 18 | | 1 | | | 1 |
| 17 | | 3 | | 2 | 5 |
| 16 | | | 1 | 1 | 2 |
| 15 | I | | | | 1 |
| 14 | | 3 | | 1 | 4 |
| 13 | 3 | 2 | 3 | 1 | 9 |
| 12 | 4 | 3 | | 1 | 8 |
| 11 | 3 | 2 | 3 | 1 | 9 |
| 10 | 1 | 2 | 5 | 2 | 10 |
| 9 | 7 | 2 | 2 | | 11 |
| 8 | 4 | 8 | 4 | 1 | 17 |
| 7 | 3 | 2 | 6 | 1 | 12 |
| 6 | 6 | 7 | 5 | 1 | 19 |
| 5 | 3 | 3 | 2 | 2 | 10 |
| 4 | 4 | 4 | 4 | 3. | 15 |
| 3 | 3 | 3 | 3 | | 9 |
| 2 | 7 | 3 | 2 | | 12 |
| 1 | 8 | | 2 | | 10 |
| 0 | 3 | 2 | 3 | 2 | 10 |
| -1 | 3 | | 4 | | 7 |
| -2 | 5 | | 1 | 1 | 7 |
| -3 | 2 | 1 | | | 3 |
| -4 | | | 1 | | 1 |
| -5 | | | | | |
| -6 | 1 | 2 | | | 3 |
| No. of Students | 72 | 54 | 52 | 21 | 199 |
| Average Gain | 4.93 | 7.54 | 6.00 | 8.71 | 6.32 |
| t | 3.19* | 5.83* | 4.35* | 4.13* | 8.46* |

Hypothesis for t-test is that Post-Pre = 3 (i.e., that average gain is equal to 3 points)

*Probability is less than .01 that hypothesis is true.

In all cases reported here it can be concluded that the average gains were significantly greater than 3 points.

# APPENDIX Q

## INSTRUMENT REPORT

## PRESCRIPTIVE READING INVENTORY

Date/Period of Administration: October, 1973-April,1974

Population: All students, grades 2-5

Administered By: Classroom teachers

Data Collected By: Austin Independent School District
Office of Student Development

## DESCRIPTION OF PRESCRIPTIVE READING INVENTORY

### Number of administrations of the instrument

Two for each pupil, once in October and once in April

### Location of administration

In the classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Administrations in different classes may have been conducted in differing situations

### Training of the administrators

School counselors attended a 1½ hour workshop on administration of the PRI for the purpose of passing the information on to the classroom teachers in their schools at a similar workshop

### Brief description of the instrument

A multiple choice criterion -referenced test available in four different levels, each designed to test reading objectives appropriate to different elementary age and grade ranges. Student performance is reported in terms of mastery or non-mastery of behaviorally stated reading objectives, rather than as a grade equivalent or other standard score.

### Rationale for the instrument

Criterion-referenced tests were developed to meet the needs of teachers and schools in individualized and/or non-graded situations with respect to needs and attainments of individual students who are taught in a variety of ways. By assessing mastery or non-mastery of specific objectives the test describes specific ways in which a student's behavior may be expected to change by classroom instruction.

### Developer of the instrument

CTB/McGraw-Hill

### Development of the instrument

The objectives on which the PRI is constructed were developed by a staff of reading specialists after analyzing five of the most widely used basal reading programs. A total of about 1700 items were developed for formal tryout, about 400 per test level. Final selection of items and objectives resulted in a total of 586 items and 90 objectives.

### Standardization of the instrument

About 18,000 students in grades 1-6 were tested in various regions of the nation before and after a 10 week instruction period.

### Reliability and validity of the instrument

No data with respect to reliability and validity are currently available; however, a technical bulletin is expected to be published in late 1974

# Appendix Q

The Prescriptive Reading Inventory (PRI) was given to students in grades 2-5 as a pre and post test in October and April. School counselors attended a 1½ hour workshop on administration of this test in order that they could then pass on this information to classroom teachers in similar workshops at their schools. Some of the counselors, however, felt that this training provided by the test publishers was inadequate for first-time users of the PRI, as indicated in comments made to evaluation personnel during the year. To the extent that this possibly inadequate training of counselors adversely affected the subsequent training of classroom teachers, nonstandardized administration of the test in different classrooms may affect the validity of the data which were collected. In fact, evaluation personnel did observe some inconsistencies in the test administration: some teachers gave the test in three straight hours; some gave it in two halves on the same day; some administered it in halves during two mornings, and still others gave the test thirty minutes a day until the children finished it. Because of these inconsistencies there were undoubtedly some differences among classrooms in the extent to which children's performance was affected by factors other than their ability to answer the questions on the test, such as fatigue and frustration. Thus the data are less valid than the ideal, since differences in performances between and among classrooms and schools are affected by these extraneous factors.

The PRI itself is a criterion-referenced test designed to provide diagnostic information about individual students with regard to behaviorally stated reading objectives which are generally present in the elementary reading curriculum. Performance on the test is defined in terms of mastery or non-mastery of these objectives, rather than in terms of achievement in broad reading areas or comparison with the performance of students in some normative population. Three different levels of the test were used in the present study: the Green Book (Level 2) was used with second grade students; the Blue Book (Level 3) was used with both third and fourth grade students; and the Orange Book (Level 4) was used with the fifth grade students. These three levels, plus the lower level Red Book, cover a total of 90 reading objectives in the areas of sound and symbol recognition, phonic analysis, structural analysis, translation, and literal, interpretive, and critical comprehension. Since all of these 90 objectives are not equally important at all levels, different levels of the test will contain some objectives which are not tested at other levels.

The PRI was intended to be used locally as both a diagnostic and an evaluation instrument. Results of the October pre-testing were returned to classroom teachers in the form of district, school, and class summaries, in addition to individual profiles indicating the particular objectives which were mastered and those which were not mastered by each student. Using these results, the teachers at each campus then selected a subset of PRI objectives which they agreed to emphasize in their teaching during the reminder of the school year. The program objective related to the PRI was expressed in terms of significant increases in the percentages of students mastering the objectives for at least 50% of those objectives which had been selected by the teachers. It was believed that this procedure of allowing the teachers themselves to select the evaluation criteria would be the fairest means possible of evaluating the program in this area.

There were some problems encountered with the procedure, however, which lead to some doubt that the procedure of the teachers actually emphasing the selected objectives was fully implemented. The main problem was that there were delays in the return and the processing of the pre-tests such that results could not be given back to the teachers until January. Thus, any effect that the teachers could have on their students' mastery of objectives was greatly attenuated by the fact that only one-half the school year remained. Perhaps more important, however, is the observation that, at this point in the year, teachers have established their goals and procedures for attaining those goals and would be quite understandably reluctant to change course to the extent that such a change might be necessary in order to teach to all of the selected objectives. Unfortunately, no process measures were available to determine the extent to which teachers actually did emphasize the objectives that they selected, so that there is no direct evidence on this point. Indirectly, however, it can be noted from the data which are presented in this appendix that, on the whole, students were no more likely to increase their mastery on the selected objectives than they were on the objectives that were not selected. Thus the gains that were observed may or may not be attributable to the selection procedure and the fact that only certain objectives were emphasized, since there is no evidence to indicate that the selected objectives were emphasized.

The results obtained from the pre and post testing with the PRI are presented and discussed in three sections. The first section discusses the analyses performed to assess attainment of the program objective for second, third and fourth grades. The second section presents comparisons between students who were in monolingual classes and students who were in bilingual classes. The third section presents comparisons among students in bilingual, team and monolingual classes.

## Analysis of Gains in Percent Mastery by Objective

The basic question to be asked of the PRI data is whether or not, for any given objective, the percentage of students who mastered the objective on the post-test was greater than the percentage of students who mastered it on the pre-test. Tables 1-6 present summaries of the analyses performed to answer this question for second, third, and fourth grades. The odd-numbered tables present data for the teacher-selected objectives only, and the even-numbered tables present data for all objectives on the PRI test level in question.

The statistical procedure used to evaluate the significance of a pre-post percent mastery difference is the McNemar test for the significance of a change, described in S. Siegel, Non-Parametric Statistics (New York; McGraw-Hill, 1956, pp. 63-67). It should be noted that the numbers which are given in Tables 1-6 (i.e., the Pre-mastery, Post-mastery, and Gain percentages) are slightly different from the ones actually used to compute the significance tests. The reason for this is that the McNemar test is based on a comparison between the two possible kinds of change that might be observed in this type of situation (i.e., pre-test non-mastery to post-test mastery and pre-test mastery to post-test non-mastery). Complete reporting of these data would require a four-fold table for each objective indicating the number of students in each of the four categories defined by all possible combinations of pre- and post-test mastery and non-mastery, which would yield a set of very long and complicated tables. Copies of computer print-outs from these analyses as performed by the CTB/McGraw-Hill Company are on file in the AISD Office of Evaluation.

Turning to the tables themselves, Tables 1 and 2 present data for the second grade. Table 1 presents data for only those objectives which were selected by the teachers of each school for special emphasis. It can be seen that three of the four schools (Allison, Govalle and Metz) did attain the program objective of significant gains on at least 50% of the selected objective, while the fourth (Palm) fell somewhat short. At Allison and Govalle significant gains were observed on somewhat more than 50% of the selected objectives.

The two horizontal lines in the middle of Table 1 separate the subset of vocabulary objectives (nos. 47, 48, 49,50, 52, 54 and 55) from the rest. Within this subset it can be seen that the program objective with respect to vocabulary was attained at Allison and Govalle (with significant gains on 100% and 75% of the selected vocabulary items, respectively) but not at Metz and Palm (both having significant gains on 25% of the vocabulary objectives).

Referring to Table 2, the bottom row of figures indicates the total number of objectives on which there were significant gains at each school. Here the differences among the four schools are somewhat more pronounced than in Table 1. At both Allison and Govalle, significant gains were noted on considerably more than 50% of the objectives, while at Metz and Palm significant gains were noted on considerably fewer than 50% of the objectives.

It is of some interest to compare gains on the selected objectives with those on the non-selected objectives. At only one school (Metz) was there a tendency to find more significant gains on the selected than on the non-selected objectives. At Metz, significant gains were observed on 11 of 22 (50%) selected objectives, but on only 5 of 19 (26%) non-selected objectives . At the other three schools, the proportion of objectives on which there were significant gains was about the same for selected and non-selected objectives. It appears that the Metz second grade teachers may be one of the groups that actually did emphasize the teaching of the objectives which they selected.

Results for third grade are reported in Tables 3 and 4. At this level, the program objective of significant gains on at least 50% of selected objectives was attained at Govalle and Metz, but not at Allison and Palm. In fact, the two schools that did not attain the program objective missed it by a considerable amount.

## Table 1

### Percentages of Second Grade Students Achieving Mastery on Pre and Post Test: Teacher-Selected PRI Level 2 Objectives

| Objective Description | Allison | | | Govalle | | | Metz | | | Palm | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 1 Vowel Sounds | 0 | 12 | 12* | 2 | 16 | 14* | 0 | 15 | 15* | | | |
| 2 Consonant | 11 | 33 | 22* | | | | | | | 10 | 23 | 13 |
| 5 Consonant Substitution | | | | 26 | 45 | 19* | 31 | 59 | 28* | | | |
| 7 Syllables-Numbers | | | | | | | | | | 37 | 45 | 8 |
| 8 Rhyming Word Parts | 9 | 28 | 19* | 10 | 31 | 21* | 4 | 31 | 27* | 12 | 25 | 13 |
| 9 Silent Letters | | | | | | | | | | 25 | 52 | 27* |
| 10 Silent Vowels | 26 | 52 | 26* | | | | | | | 17 | 38 | 21* |
| 11 Variant Vowel Sounds-Y | 9 | 26 | 17* | 10 | 38 | 28* | | | | | | |
| 12 Variant Vowel Sounds-R | 13 | 20 | 7 | | | | 10 | 36 | 26* | | | |
| 14 Phonetic Parts | | | | 5 | 14 | 9* | 6 | 20 | 14* | | | |
| 17 Inflected Words and Affixes | | | | | | | | | | 30 | 38 | 8 |
| 18 Possessives | 6 | 12 | 6 | 5 | 16 | 11* | 4 | 10 | 6 | | | |
| 19 Adjectives | | | | | | | | | | | | |
| 21 Pronouns | 18 | 35 | 17* | | | | | | | 23 | 47 | 24* |
| 23 Contractions | 3 | 13 | 10* | 11 | 17 | 6 | 8 | 7 | -1 | 2 | 12 | 10* |
| 26 Word Structure | | | | 10 | 29 | 19* | 6 | 8 | 2 | 17 | 17 | 0 |
| 27 Verb Tense | 9 | 24 | 15* | 11 | 17 | 6 | 7 | 25 | 18* | | | |
| 34 Defining Affixed Words | | | | | | | | | | | | |
| 47 Phrase Definition in Context | | | | 24 | 50 | 26* | | | | | | |
| 48 Word Definition in Context | 20 | 38 | 18* | | | | | | | 42 | 28 | -14 |
| 49 Word Definition in Isolation | 5 | 20 | 15* | | | | 19 | 26 | 7 | 5 | 15 | 10* |
| 50 Multi-Meaning Words | | | | | | | 27 | 28 | 1 | 20 | 37 | 17 |
| 52 Synonyms-Selection | 2 | 18 | 16* | 13 | 25 | 12* | 10 | 19 | 9 | 0 | 10 | 10* |
| 54 Homonym Pairs-Selection | | | | 46 | 59 | 13* | 40 | 63 | 23* | | | |
| 55 Homographs-Selection | | | | 43 | 55 | 12 | | | | | | |
| 57 Event Sequence | 2 | 17 | 15* | 7 | 19 | 12* | 9 | 20 | 11* | 5 | 20 | 15* |
| 58 Story Setting | | | | | | | 12 | 18 | 6 | | | |
| 59 Story Detail | 6 | 31 | 25* | 18 | 35 | 17* | | | | | | |
| 62 Cause or Effect | 10 | 24 | 14* | | | | | | | | | |
| 63 Inference | 3 | 16 | 13* | 7 | 13 | 6 | 6 | 12 | 6 | 2 | 8 | 6 |
| 64 Conclusion-Formation | 2 | 22 | 20* | | | | | | | 13 | 18 | 5 |
| 66 Predicting Future Action | | | | | | | 10 | 26 | 16* | | | |
| 67 Main Idea | 4 | 8 | 4 | 5 | 7 | 2 | 6 | 12 | 6 | 2 | 5 | 3 |
| 68 Character Analysis-Feeling | | | | 6 | 19 | 13* | 4 | 16 | 12* | | | |
| 69 Character Analysis-Motive | 8 | 15 | 7 | | | | | | | | | |
| 70 Character Analysis-Traits | | | | 8 | 14 | 6 | | | | 15 | 17 | 2 |
| 72 Sensory Imagery | | | | | | | 5 | 18 | 13* | | | |
| 74 Figurative Expression | | | | 9 | 13 | 4 | | | | | | |
| 77 Mood | | | | 6 | 8 | 2 | | | | | | |
| 78 Time Span and Period | | | | | | | 12 | 14 | 2 | | | |
| 83 Reality and Fantasy | 10 | 15 | 5 | 10 | 29 | 19* | 15 | 10 | -5 | 18 | 13 | -5 |
| Average | 8 | 23 | 15 | 13 | 26 | 13 | 11 | 22 | 11 | 16 | 25 | 9 |
| No. of objectives selected | | | 21 | | | 22 | | | 22 | | | 19 |
| No. of significant gains | | | 16 | | | 14 | | | 11 | | | 7 |
| Percentage of selected objectives on which significant gains were made | | | 76 | | | 64 | | | 50 | | | 37 |

* There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no gain; i.e., the indicated gain is statistically significant

## Percentages of Second Grade Students Achieving Mastery on Pre and Post Tests: All PRI Level 2 Objectives

| Objective Description | Allison | | | Covalle | | | Metz | | | Palm | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 1 Vowel Sounds | 0 | 12 | 12* | 2 | 16 | 14* | 0 | 15 | 15* | 10 | 8 | -2 |
| 2 Consonant Sounds | 11 | 33 | 22* | 9 | 50 | 41* | 11 | 37 | 26* | 10 | 23 | 13* |
| 5 Consonant Substitution | 23 | 34 | 11 | 26 | 45 | 19* | 31 | 59 | 28* | 23 | 23 | 0 |
| 7 Syllables-Numbers | 36 | 64 | 28* | 39 | 74 | 35* | 50 | 49 | -1 | 37 | 45 | 8 |
| 8 Rhyming Word Parts | 9 | 28 | 19* | 10 | 31 | 21* | 4 | 31 | 27* | 12 | 25 | 13 |
| 9 Silent Letters | 18 | 28 | 10* | 26 | 59 | 33* | 41 | 49 | 8 | 25 | 52 | 27* |
| 10 Silent Vowels | 26 | 52 | 26* | 37 | 73 | 36* | 43 | 65 | 22* | 17 | 38 | 21* |
| 11 Variant Vowel Sounds-Y | 9 | 26 | 17* | 10 | 38 | 28* | 7 | 39 | 32* | 13 | 37 | 24* |
| 12 Variant Vowel Sounds-R | 13 | 20 | 7 | 6 | 25 | 19* | 10 | 36 | 26* | 15 | 13 | -2 |
| 14 Phonetic Parts | 8 | 9 | 1 | 5 | 14 | 9* | 6 | 20 | 14* | 3 | 12 | 9* |
| 17 Inflected Words and Affixes | 26 | 43 | 17* | 38 | 57 | 19* | 42 | 50 | 8 | 30 | 38 | 8 |
| 18 Possessives | 6 | 12 | 6 | 5 | 16 | 11 | 4 | 10 | 6 | 7 | 10 | 3 |
| 19 Adjectives | 30 | 42 | 12* | 42 | 58 | 16* | 46 | 55 | 9 | 22 | 42 | 20* |
| 21 Pronouns | 18 | 35 | 17* | 17 | 49 | 32* | 35 | 37 | 2 | 23 | 47 | 24* |
| 23 Contractions | 3 | 13 | 10* | 11 | 17 | 6 | 8 | 7 | 1 | 2 | 12 | 10* |
| 26 Word Structure | 3 | 25 | 22* | 10 | 29 | 19* | 6 | 8 | 2 | 17 | 17 | 0 |
| 27 Verb Tense | 9 | 24 | 15* | 11 | 17 | 6 | 7 | 25 | 18* | 10 | 2 | -8 |
| 34 Defining Affixed Words | 13 | 31 | 18* | 24 | 39 | 15* | 24 | 27 | 3 | 8 | 28 | 20* |
| 47 Phrase Definition in Context | 9 | 32 | 23* | 24 | 50 | 26* | 37 | 45 | 8 | 30 | 32 | 2 |
| 48 Word Definition in Context | 20 | 38 | 18* | 39 | 46 | 7 | 23 | 39 | 16* | 42 | 28 | -14 |
| 49 Word Definition in Isolation | 5 | 20 | 15* | 12 | 30 | 18* | 19 | 26 | 7 | 5 | 15 | 10* |
| 50 Multi-Meaning Words | 23 | 40 | 17* | 45 | 36 | -9 | 27 | 28 | 1 | 20 | 37 | 17 |
| 52 Synonyms-Selection | 2 | 18 | 16* | 13 | 25 | 12* | 10 | 19 | 9 | 0 | 10 | 10* |
| 54 Homonym Pairs-Selection | 28 | 60 | 32* | 46 | 59 | 13* | 40 | 63 | 23* | 47 | 45 | -2 |
| 55 Homographs-Selection | 22 | 44 | 22* | 43 | 55 | 12* | 42 | 47 | 5 | 48 | 42 | -6 |
| 57 Event Sequence | 2 | 17 | 15* | 7 | 19 | 12* | 9 | 20 | 11* | 5 | 20 | 15* |
| 58 Story Setting | 8 | 19 | 11* | 16 | 21 | 5 | 12 | 18 | 6 | 12 | 17 | 5 |
| 59 Story Detail | 6 | 31 | 25* | 18 | 35 | 17* | 20 | 30 | 10 | 18 | 23 | 5 |
| 62 Cause or Effect | 10 | 24 | 14* | 16 | 33 | 17* | 8 | 25 | 17* | 20 | 23 | 3 |
| 63 Inference | 3 | 16 | 13* | 7 | 13 | 6 | 6 | 12 | 6 | 2 | 8 | 6 |
| 64 Conclusion-Formation | 2 | 22 | 20* | 12 | 21 | 9 | 22 | 14 | -8 | 13 | 18 | 5 |
| 66 Predicting Future Action | 6 | 21 | 15* | 12 | 28 | 16* | 10 | 26 | 16* | 17 | 20 | 3 |
| 67 Main Idea | 4 | 8 | 4 | 5 | 7 | 2 | 6 | 12 | 6 | 2 | 5 | 3 |
| 68 Character Analysis-Feeling | 3 | 14 | 11* | 6 | 19 | 13* | 4 | 16 | 12* | 5 | 25 | 20* |
| 69 Character Analysis-Motive | 8 | 15 | 7 | 12 | 22 | 10* | 12 | 16 | 4 | 17 | 25 | 8 |
| 70 Character Analysis-Traits | 5 | 16 | 11* | 8 | 14 | 6 | 14 | 11 | -3 | 15 | 17 | 2 |
| 72 Sensory Imagery | 2 | 10 | 8* | 12 | 14 | 2 | 5 | 18 | 13* | 8 | 22 | 14* |
| 74 Figurative Expression | 2 | 14 | 12* | 9 | 13 | 4 | 15 | 8 | -7 | 3 | 12 | 9* |
| 77 Mood | 2 | 9 | 7* | 6 | 8 | 2 | 10 | 12 | 2 | 8 | 5 | -3 |
| 78 Time Span and Period | 3 | 14 | 11* | 6 | 13 | 7 | 12 | 12 | 2 | 10 | 17 | 7 |
| 83 Reality and Fantasy | 10 | 15 | 5 | 10 | 29 | 19* | 15 | 10 | -5 | 18 | 13 | -5 |
| Average Percentage | 11 | 26 | 15 | 17 | 32 | 15 | 18 | 28 | 10 | 16 | 23 | 7 |
| Number of Objectives on Which Gain was Significant (Total number of objectives at this level = 41) | | | 34 | | | 27 | | | 16 | | | 15 |

* There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no gain, i.e., the indicated gain is statistically significant

### Percentages of Third Grade Students Achieving Mastery on Pre and Post Tests: Teacher-Selected PRI Level 3 Objectives

| | Allison | | | Govalle | | | Metz | | | Palm | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Objective Description | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 9 Silent Letters | | | | 54 | 56 | 2 | | | | 58 | 71 | 13 |
| 13 Variant Vowel Sounds | 19 | 29 | 10 | 22 | 38 | 16* | | | | | | |
| 14 Phonetic Parts-Variant Sounds | | | | 15 | 29 | 14* | 22 | 42 | 20* | | | |
| 15 Phonetic Parts-Blending | 27 | 31 | 4 | 34 | 53 | 19* | 21 | 38 | 17* | 25 | 37 | 12 |
| 22 Pronouns-Referent | 7 | 10 | 3 | 5 | 25 | 20* | | | | 8 | 7 | -1 |
| 25 Compounds-Forming | | | | 29 | 60 | 31* | 46 | 78 | 32* | 49 | 67 | 18* |
| 30 Sentence Building | 23 | 31 | 8 | 13 | 38 | 25* | 31 | 46 | 15* | 16 | 27 | 11 |
| 31 Phrase Information | 24 | 18 | -6 | | | | 21 | 39 | 18* | | | |
| 32 Affixes-Identifying | 18 | 23 | 5 | 14 | 42 | 28* | 22 | 39 | 17* | 15 | 19 | 2 |
| 33 Affixes-Building Words | | | | 5 | 16 | 11* | | | | | | |
| 34 Defining Affixes Words | | | | 25 | 51 | 26* | | | | | | |
| 37 Punctuation | | | | 28 | 36 | 8 | | | | | | |
| 45 Meaning of Words in Context | | | | | | | | | | 29 | 34 | 5 |
| 46 Most Precise Word in Context | 17 | 23 | 6 | 18 | 32 | 14* | 17 | 31 | 14* | | | |
| 48 Word Definition in Context | 17 | 26 | 9 | 23 | 25 | 2 | 27 | 34 | | | | |
| 49 Word Definition in Isolation | | | | 13 | 33 | 20* | 16 | 31 | 15* | 10 | 12 | 2 |
| 51 Multi-meaning Words | | | | | | | | | | | | |
| 52 Synonyms-Selection | | | | 21 | 44 | 23* | | | | 43 | 45 | 2 |
| 53 Antonyms-Selection | 13 | 19 | 6 | 17 | 33 | 16* | | | | | | |
| 54 Homonym Pairs-Selection | | | | 23 | 40 | 17* | 36 | 50 | 14* | | | |
| 57 Event Sequence | 7 | 13 | 6 | 8 | 20 | 12* | | | | 10 | 10 | 0 |
| 58 Story Setting | | | | | | | | | | | | |
| 59 Story Detail-Recall Words | 17 | 29 | 12* | | | | | | | 21 | 33 | 12 |
| 60 Story Detail-Recall Parts | | | | | | | 31 | 42 | 11 | | | |
| 61 Story Detail-True Statements | 7 | 9 | 2 | 13 | 20 | 7 | 17 | 27 | 10 | | | |
| 62 Cause of Effect | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 1 | 1 | | | |
| 63 Inference | 19 | 16 | -3 | 19 | 19 | 0 | | | | 11 | 22 | 11 |
| 64 Conclusion-Formation | 8 | 16 | 8 | 9 | 12 | 3 | | | | 16 | 15 | -1 |
| 66 Predicting Future Action | 6 | 15 | 9 | | | | 12 | 14 | 2 | | | |
| 67 Main Idea | 0 | 2 | 2 | 1 | 4 | 3 | | | | 1 | 4 | 3 |
| 70 Character Analysis | | | | 8 | 12 | 4 | 2 | 15 | 13* | 6 | 6 | 0 |
| 71 Descriptive Words & Phrases | | | | 14 | 16 | 2 | 10 | 20 | 10 | | | |
| 72 Sensory Imagery | | | | | | | 28 | 38 | 10 | | | |
| 73 Idioms or Figures of Speech | | | | | | | | | | | | |
| 75 Simile | | | | | | | | | | | | |
| 76 Metaphor | | | | | | | | | | | | |
| 77 Mood | | | | | | | | | | | | |
| 78 Time span and Period | 6 | 7 | 1 | 4 | 15 | 11* | 11 | 11 | 0 | | | |
| 80 Literary Forms-Fable | | | | 3 | 9 | 6 | | | | | | |
| 83 Reality and Fantasy | 8 | 19 | 11* | 11 | 18 | 7 | 16 | 22 | 6 | 15 | 16 | 1 |
| 84 Reality&Fantasy-Possibility | 9 | 16 | 7 | | | | 19 | 28 | 9 | 21 | 29 | 8 |
| 89 Author Purpose | | | | | | | | | | | | |
| Average Percentage | 13 | 18 | 5 | 16 | 28 | 12 | 20 | 32 | 12 | 21 | 27 | 6 |
| No. of objectives selected | | | 20 | | | 28 | | | 20 | | | 17 |
| No. of significant gains | | | 2 | | | 16 | | | 10 | | | 1 |
| Percentage of selected objectives on which significant gains were made | | | 10 | | | 57 | | | 50 | | | 6 |

* There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no gain, i.e., the indicated gain is statistically significant

## Table 4

### Percentages of Third Grade Students Achieving Mastery on Pre and Post Tests: All PRI Level 3 Objectives

| Objective Description | Allison |  |  | Govalle |  |  | Metz |  |  | Palm |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 9 Silent Letters | 33 | 67 | 34* | 54 | 56 | 2 | 62 | 62 | 0 | 58 | 71 | 13 |
| 13 Variant Vowel Sounds | 19 | 29 | 10 | 22 | 38 | 16* | 31 | 47 | 16* | 29 | 30 | 1 |
| 14 Phonetic Parts-Variant Sounds | 11 | 33 | 22* | 15 | 29 | 14* | 22 | 42 | 20* | 6 | 30 | 24* |
| 15 Phonetic Parts-Blending | 27 | 31 | 4 | 34 | 53 | 19* | 21 | 38 | 17* | 25 | 37 | 12 |
| 22 Pronouns-Referent | 7 | 10 | 3 | 5 | 25 | 20* | 5 | 12 | 7 | 8 | 7 | -1 |
| 25 Compounds-Forming | 45 | 52 | 7 | 29 | 60 | 31* | 46 | 78 | 32* | 49 | 67 | 18* |
| 30 Sentence Building | 23 | 31 | 8 | 13 | 38 | 25* | 31 | 46 | 15* | 16 | 27 | 11 |
| 31 Phrase Information | 24 | 18 | -6 | 19 | 37 | 18* | 21 | 39 | 18* | 11 | 15 | 4 |
| 32 Affixes-Identifying | 18 | 23 | 5 | 14 | 42 | 28* | 22 | 39 | 17* | 15 | 19 | 4 |
| 33 Affixes-Building Words | 3 | 10 | 7* | 5 | 16 | 11* | 6 | 10 | 4 | 4 | 3 | -1 |
| 34 Defining Affixed Words | 20 | 45 | 25* | 25 | 51 | 26* | 38 | 56 | 18* | 37 | 47 | 10 |
| 37 Punctuation | 18 | 35 | 17* | 28 | 36 | 8 | 40 | 41 | 1 | 23 | 30 | 7 |
| 45 Meaning of Words in Context | 30 | 39 | 9 | 27 | 48 | 21* | 43 | 53 | 10 | 29 | 34 | 5 |
| 46 Most Precise Word in Context | 17 | 23 | 6 | 18 | 32 | 14* | 17 | 31 | 14* | 7 | 14 | 7 |
| 48 Word Definition in Context | 17 | 26 | 9 | 23 | 25 | 2 | 27 | 34 | 7 | 27 | 16 | -11 |
| 49 Word Definition in Isolation | 9 | 19 | 10* | 13 | 33 | 20* | 16 | 31 | 15* | 10 | 12 | 2 |
| 51 Multi-meaning Words | 21 | 34 | 13* | 27 | 39 | 12* | 28 | 47 | 19* | 27 | 23 | -4 |
| 52 Synonyms-Selection | 23 | 38 | 15* | 21 | 44 | 23* | 43 | 64 | 21* | 43 | 45 | 2 |
| 53 Antonyms-Selection | 13 | 19 | 6 | 17 | 33 | 16* | 25 | 30 | 5 | 21 | 15 | -6 |
| 54 Homonym Pairs-Selection | 18 | 29 | 11* | 23 | 40 | 17* | 36 | 50 | 14* | 15 | 19 | 4 |
| 57 Event Sequence | 7 | 13 | 6 | 8 | 20 | 12* | 13 | 27 | 14* | 10 | 10 | 0 |
| 58 Story Setting | 8 | 18 | 10* | 11 | 26 | 15* | 20 | 25 | 5 | 12 | 23 | 11 |
| 59 Story Detail-Recall Words | 17 | 29 | 12* | 21 | 32 | 11* | 27 | 38 | 11* | 21 | 33 | 12 |
| 60 Story Detail-Recall Parts | 7 | 23 | 16* | 13 | 27 | 14* | 31 | 42 | 11 | 25 | 27 | 2 |
| 61 Story Detail-True Statements | 7 | 9 | 2 | 13 | 20 | 7 | 17 | 27 | 10 | 12 | 11 | -1 |
| 62 Cause or Effect | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |
| 63 Inference | 19 | 16 | -3 | 19 | 19 | 0 | 10 | 30 | 20* | 11 | 22 | 11 |
| 64 Conclusion-Formation | 8 | 16 | 8 | 9 | 12 | 3 | 15 | 16 | 1 | 16 | 15 | -1 |
| 66 Predicting Future Action | 6 | 15 | 9 | 10 | 12 | 2 | 12 | 14 | 2 | 11 | 14 | 3 |
| 67 Main Idea | 0 | 2 | 2 | 1 | 4 | 3 | 2 | 4 | 2 | 1 | 4 | 3 |
| 70 Character Analysis | 5 | 8 | 3 | 8 | 12 | 4 | 2 | 15 | 13* | 6 | 6 | 0 |
| 71 Descriptive Words & Phrases | 8 | 13 | 5 | 14 | 16 | 2 | 10 | 20 | 10 | 16 | 16 | 0 |
| 72 Sensory Imagery | 13 | 21 | 8 | 17 | 27 | 10 | 28 | 38 | 10 | 15 | 32 | 17* |
| 73 Idioms or Figures of Speech | 5 | 17 | 12* | 5 | 20 | 15* | 12 | 24 | 12* | 14 | 18 | 4 |
| 75 Simile | 1 | 6 | 5 | 2 | 12 | 10* | 5 | 7 | 2 | 1 | 10 | 9 |
| 76 Metaphor | 2 | 3 | 1 | 6 | 8 | 2 | 3 | 3 | 0 | 0 | 6 | 6 |
| 77 Mood | 8 | 15 | 7 | 11 | 14 | 3 | 16 | 27 | 11* | 14 | 8 | -6 |
| 78 Time Span and Period | 6 | 7 | 1 | 4 | 15 | 11* | 11 | 11 | 0 | 6 | 11 | 5 |
| 80 Literary Forms-Fable | 1 | 4 | 3 | 3 | 9 | 6 | 5 | 5 | 0 | 8 | 6 | -2 |
| 83 Reality and Fantasy | 8 | 19 | 11* | 11 | 18 | 7 | 16 | 22 | 6 | 15 | 16 | 1 |
| 84 Reality&Fantasy-Possibility | 9 | 16 | 7 | 15 | 26 | 11* | 19 | 28 | 9 | 21 | 29 | 8 |
| 89 Author Purpose | 3 | 6 | 3 | 4 | 7 | 3 | 7 | 4 | -3 | 4 | 1 | -3 |
| **Average Percentage** | 13 | 21 | 8 | 14 | 27 | 13 | 20 | 30 | 10 | 17 | 21 | 4 |
| **Number of Objectives on Which Gain was Significant (Total number of objectives at this level=42)** |  |  | 14 |  |  | 25 |  |  | 19 |  |  | 3 |

* **There** are fewer than 5 chances in 100 that a difference this large would be found if there were, in **fact, no gain**; i. e., the indicated gain is statistically significant.

As they were in Table 1, the vocabulary objectives for the level 3 test (nos. 45, 46, 48, 49, 51, 52, 53 and 54) are marked off by the two horizontal lines in the middle of Table 3. These results parallel those discussed in the paragraph above. The vocabulary objective was attained at Govalle and Metz but not at Allison and Palm.

The bottom row of figures in Table 4 indicates the total number of objectives on which there were significant gains at each school. At only one school (Govalle) were there significant gains on 50% or more of the full set of objectives.

Fourth grade results are reported in Tables 5 and 6. It should be clear from the data in these two tables that increases in mastery occurred much less frequently in fourth grade than in secondd and third grades. The program objective was not attained in any of the four schools, either over all selected objectives or on the vocabulary subset. In fact, there were actually significant losses at Govalle on three objectives.

In general, the results presented here are rather mixed, with some instances of program objectives being met, and other instances in which the actual attainment level was considerably below that set in the program objectives. Consistently, the least amount of attainment was observed in fourth grade, where the program objectives were not attained in any of the four schools, and at Palm school, where the program objectives were not attained at any of the three grade levels.

## Comparison Between Bilingual and Monolingual Students

A major concern of both people who direct Bilingual Education programs and people who criticize bilingual programs is the question of whether the emphasis on speaking and reading Spanish has a positive or a negative effect on students' learning to speak and to read English. In order to provide some information relevant to this concern, several analyses were performed on the PRI data to compare the performance of students who received bilingual instruction with those who did not. These analyses consisted of a series of sign tests (see S. Siegel, Non-Parametric Statistics, New York; McGraw-Hill, 1956, pp. 68-75 for a description of this procedure) performed on the percentage of gain (percentage mastering post-test minus percentage mastering pre-test) for the respective groups at each grade level from second through fifth. Because there was a large number of objectives over which the comparison were made, it was possible to use the z - Score approximation to the binomial distribution (with correction for continuity). Since the basic question was whether or not there were differences between bilingual and monolingual students, regardless of the direction of the differences, a two-tailed test procedure was used. These analyses are summarized in Tables 7-10.

Considering these four tables together, it can be noted that in no case was the difference in percentage gain between bilingual and monolingual students statistically significant. In other words, students in bilingual classes increased their objective mastery at a rate which was neither greater nor less than the rate for students in monolingual classes.

## Table 5

### Percentages of Fourth Grade Students Achieving Mastery on Pre and Post Tests: Teacher-Selected PRI Level 3 Objectives

| Objective Description | Allison |  |  | Govalle |  |  | Metz |  |  | Palm |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 9 Silent Letters |  |  |  | 63 | 65 | 2 |  |  |  | 46 | 67 | 21* |
| 13 Variant Vowel Sounds | 30 | 47 | 17* | 46 | 42 | -4 |  |  |  |  |  |  |
| 14 Phonetic Parts-Variant Sounds |  |  |  | 41 | 42 | 1 | 50 | 47 | -3 |  |  |  |
| 15 Phonetic Parts-Blending | 30 | 52 | 22* | 33 | 34 | 1 | 39 | 38 | -1 | 34 | 34 | 0 |
| 22 Pronouns-Referent | 12 | 19 | 7 | 26 | 17 | -9 # |  |  |  | 12 | 16 | 4 |
| 25 Compounds-Forming |  |  |  | 59 | 59 | 0 | 69 | 69 | 0 | 55 | 63 | 8 |
| 30 Sentence Building | 27 | 37 | 10* | 38 | 26 | -12 # | 37 | 36 | -1 | 31 | 33 | 2 |
| 31 Phrase Information | 25 | 30 | 5 |  |  |  | 32 | 28 | -4 |  |  |  |
| 32 Affixes-Identifying | 12 | 33 | 21* | 39 | 38 | -1 | 36 | 35 | -1 | 16 | 31 | 15* |
| 33 Affixes-Building Words |  |  |  | 18 | 19 | 1 |  |  |  |  |  |  |
| 34 Defining Affixes Words |  |  |  | 44 | 51 | 7 |  |  |  |  |  |  |
| 37 Punctuation |  |  |  | 39 | 43 | 4 |  |  |  |  |  |  |
| 45 Meaning of Words in Context |  |  |  |  |  |  |  |  |  | 37 | 43 | 6 |
| 46 Most Precise Word in Context | 27 | 39 | 12* | 34 | 35 | 1 | 31 | 42 | 11 |  |  |  |
| 48 Word Definition in Context | 24 | 25 | 1 | 42 | 37 | -5 | 27 | 30 | 3 |  |  |  |
| 49 Word Definition in Isolation |  |  |  | 35 | 27 | -8 | 34 | 39 | 5 | 27 | 28 | 1 |
| 51 Multi-meaning Words |  |  |  |  |  |  |  |  |  |  |  |  |
| 52 Synonyms-Selection |  |  |  | 45 | 49 | 4 |  |  |  | 45 | 42 | -3 |
| 53 Antonyms-Selection | 20 | 27 | 7 | 17 | 22 | 5 |  |  |  |  |  |  |
| 54 Homonym Pairs-Selection |  |  |  | 32 | 31 | -1 | 32 | 36 | 4 |  |  |  |
| 57 Event Sequence | 13 | 14 | 1 | 18 | 15 | -3 |  |  |  | 18 | 15 | -3 |
| 58 Story Setting |  |  |  |  |  |  |  |  |  |  |  |  |
| 59 Story Detail-Recall Words | 43 | 40 | -3 |  |  |  |  |  |  | 28 | 39 | 11 |
| 60 Story Detail-Recall Parts |  |  |  |  |  |  | 26 | 33 | 7 |  |  |  |
| 61 Story Detail-True Statements | 20 | 25 | 5 | 16 | 19 | 3 | 16 | 19 | 3 |  |  |  |
| 62 Cause of Effect | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 1 |  |  |  |
| 63 Inference | 23 | 25 | 2 | 26 | 21 | -5 |  |  |  | 24 | 19 | -5 |
| 64 Conclusion-Formation | 24 | 24 | 0 | 26 | 18 | 8 |  |  |  | 18 | 19 | 1 |
| 66 Predicting Future Action | 16 | 21 | 5 |  |  |  | 14 | 17 | 3 |  |  |  |
| 67 Main Idea | 1 | 6 | 5* | 3 | 5 | 2 |  |  |  | 6 | 6 | 0 |
| 70 Character Analysis |  |  |  | 10 | 13 | 3 | 12 | 20 | 8 | 9 | 12 | 3 |
| 71 Descriptive Words & Phrases |  |  |  | 20 | 22 | 2 | 24 | 27 | 3 |  |  |  |
| 72 Sensory Imagery |  |  |  |  |  |  | 47 | 46 | -1 |  |  |  |
| 73 Idioms or Figures of Speech |  |  |  |  |  |  |  |  |  |  |  |  |
| 75 Simile |  |  |  |  |  |  |  |  |  |  |  |  |
| 76 Metaphor |  |  |  |  |  |  |  |  |  |  |  |  |
| 77 Mood |  |  |  |  |  |  |  |  |  |  |  |  |
| 78 Time Span and Period | 13 | 10 | -3 | 11 | 12 | 1 | 14 | 8 | -6 |  |  |  |
| 80 Literary Forms-Fable |  |  |  | 12 | 13 | 1 |  |  |  |  |  |  |
| 83 Reality and Fantasy | 22 | 19 | -3 | 26 | 22 | -4 | 20 | 20 | 0 | 22 | 19 | -3 |
| 84 Reality&Fantasy-Possibility | 22 | 28 | 4 |  |  |  | 26 | 33 | 7 | 22 | 25 | 3 |
| 89 Author Purpose |  |  |  |  |  |  |  |  |  |  |  |  |
| Average Percentage | 20 | 26 | 6 | 29 | 29 | 0 | 29 | 31 | 2 | 26 | 30 | 4 |
| No. of Objectives |  |  | 20 |  |  | 28 |  |  | 20 |  |  | 17 |
| No. of significant gains |  |  | 6 |  |  | 0 |  |  | 0 |  |  | 2 |
| Percentage of selected objectives on which significant gains were made |  |  | 30 |  |  | 0 |  |  | 0 |  |  | 12 |
| Number of objectives on which loss was significant |  |  | 0 |  |  | 2 |  |  | 0 |  |  | 0 |

* There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no gain, i.e., the indicated gain is statistically significant

# There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no loss, i.e., the indicated loss is statistically significant

## Percentages of Fourth Grade Students Achieving Mastery on Pre and Post Test: All PRI Level 3 Objectives

| Objective Description | Allison | | | Govalle | | | Metz | | | Palm | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain | Pre | Post | Gain |
| 9 Silent Letters | 54 | 76 | 22* | 63 | 65 | 2 | 58 | 64 | 6 | 46 | 67 | 21* |
| 13 Variant Vowel Sounds | 30 | 47 | 17* | 46 | 42 | -4 | 49 | 52 | 3 | 27 | 31 | 4 |
| 14 Phonetic Parts-Variant Sounds | 31 | 39 | 8 | 41 | 42 | 1 | 50 | 47 | -3 | 30 | 37 | 7 |
| 15 Phonetic Parts-Blending | 30 | 52 | 22* | 33 | 34 | 1 | 39 | 38 | -1 | 34 | 34 | 0 |
| 22 Pronouns-Referent | 12 | 19 | 7 | 26 | 17 | -9# | 16 | 13 | -3 | 12 | 16 | 4 |
| 25 Compounds-Forming | 55 | 73 | 18* | 59 | 59 | 0 | 69 | 69 | 0 | 55 | 63 | 8 |
| 30 Sentence Building | 27 | 37 | 10* | 38 | 26 | -12# | 37 | 36 | -1 | 31 | 33 | 2 |
| 31 Phrase Information | 25 | 30 | 5 | 34 | 22 | -12# | 32 | 28 | -4 | 21 | 22 | 1 |
| 32 Affixes-Identifying | 12 | 33 | 21* | 39 | 38 | -1 | 36 | 35 | 1 | 16 | 31 | 15* |
| 33 Affixes-Building Words | 7 | 16 | 9* | 18 | 19 | -1 | 17 | 24 | | 10 | 16 | 6 |
| 34 Defining Affixed Words | 35 | 59 | 24* | 44 | 51 | 7 | 42 | 56 | 14* | 39 | 54 | 15 |
| 37 Punctuation | 31 | 42 | 11* | 39 | 43 | 4 | 39 | 40 | 1 | 24 | 39 | 15* |
| 45 Meaning of Words in Context | 54 | 56 | 2 | 42 | 39 | -3 | 52 | 52 | 0 | 37 | 43 | 6 |
| 46 Most Precise Word in Context | 27 | 39 | 12* | 34 | 35 | 1 | 31 | 42 | 11 | 37 | 37 | 0 |
| 48 Word Definition in Context | 24 | 25 | 1 | 42 | 37 | -5 | 27 | 30 | 3 | 27 | 34 | 7 |
| 49 Word Definition in Isolation | 25 | 39 | 14* | 35 | 27 | -8 | 34 | 39 | 5 | 27 | 28 | 1 |
| 51 Multi-meaning Words | 41 | 46 | 5 | 31 | 37 | 6 | 30 | 45 | 15* | 33 | 36 | 3 |
| 52 Synonyms-Selection | 48 | 52 | 4 | 45 | 49 | 4 | 48 | 56 | 8 | 45 | 42 | -3 |
| 53 Antonyms-Selection | 20 | 27 | 7 | 17 | 22 | 5 | 16 | 19 | 3 | 19 | 22 | 3 |
| 54 Homonym Pairs-Selection | 40 | 36 | -4 | 32 | 31 | -1 | 32 | 36 | 4 | 30 | 39 | 9 |
| 57 Event Sequence | 13 | 14 | 1 | 18 | 15 | -3 | 15 | 24 | 9 | 18 | 15 | -3 |
| 58 Story Setting | 22 | 30 | 8 | 29 | 28 | -1 | 21 | 37 | 10* | 24 | 21 | -3 |
| 59 Story Detail-Recall Words | 43 | 40 | -3 | 38 | 30 | -8 | 34 | 43 | 9 | 28 | 39 | 11 |
| 60 Story Detail-Recall Parts | 28 | 30 | 2 | 34 | 27 | -7 | 26 | 33 | 7 | 30 | 28 | -2 |
| 61 Story Detail-True Statements | 20 | 25 | 5 | 16 | 19 | -3 | 16 | 19 | 3 | 18 | 13 | -5 |
| 62 Cause or Effect | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 3 | 3 |
| 63 Inference | 23 | 25 | 2 | 26 | 21 | -5 | 21 | 24 | 3 | 24 | 19 | -5 |
| 64 Conclusion-Formation | 24 | 24 | 0 | 26 | 18 | -8 | 14 | 10 | -4 | 18 | 19 | 1 |
| 66 Predicting Future Action | 16 | 21 | 5 | 18 | 21 | 3 | 14 | 17 | 3 | 8 | 22 | 14* |
| 67 Main Idea | 1 | 6 | 5* | 3 | 5 | 2 | 3 | 3 | 0 | 6 | 6 | 0 |
| 70 Character Analysis | 17 | 16 | -1 | 10 | 13 | 3 | 12 | 20 | 8 | 9 | 12 | 3 |
| 71 Descriptive Words & Phrases | 19 | 22 | 3 | 20 | 22 | 2 | 24 | 27 | 3 | 22 | 22 | 0 |
| 72 Sensory Imagery | 38 | 39 | 1 | 38 | 35 | -3 | 47 | 46 | -1 | 30 | 27 | -3 |
| 73 Idioms or Figures of Speech | 16 | 30 | 14* | 22 | 20 | -2 | 16 | 24 | 8 | 21 | 25 | 4 |
| 75 Simile | 5 | 8 | 3 | 7 | 10 | 3 | 4 | 16 | 12* | 12 | 13 | 1 |
| 76 Metaphor | 6 | 6 | 0 | 5 | 7 | 2 | 5 | 6 | 1 | 8 | 10 | 2 |
| 77 Mood | 22 | 23 | 1 | 15 | 13 | -2 | 10 | 12 | 2 | 21 | 19 | -2 |
| 78 Time Span and Period | 13 | 10 | 3 | 11 | 12 | 1 | 14 | 8 | -6 | 10 | 15 | 5 |
| 80 Literary Forms-Fable | 8 | 14 | 6 | 12 | 13 | 1 | 8 | 10 | 2 | 12 | 18 | 6 |
| 83 Reality and Fantasy | 22 | 19 | -3 | 26 | 22 | -4 | 20 | 20 | 0 | 22 | 19 | -3 |
| 84 Reality&Fantasy-Possibility | 22 | 28 | 6 | 35 | 26 | -9 | 26 | 33 | 7 | 22 | 25 | 3 |
| 89 Author Purpose | 6 | 8 | 2 | 6 | 9 | 3 | 8 | 4 | -4 | 4 | 6 | 2 |
| Average Percentage | 24 | 30 | 6 | 28 | 27 | -1 | 26 | 30 | 4 | 23 | 27 | 4 |
| Number of Objectives on Which Gain was Significant (Total number of objectives at this level = 42) | | | 13 | | | 0 | | | 4 | | | 4 |
| Number of Objectives on Which Loss was Significant | | | 0 | | | 3 | | | 0 | | | 0 |

* There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no gain, i.e., the indicated gain is statistically significant

# There are fewer than 5 chances in 100 that a difference this large would be found if there were, in fact, no loss, i.e., the indicated loss is statistically significant

## Table 7

### Percentages of Bilingual and Monolingual Second Grade Students Achieving Mastery on Pre and Post Tests:

### All PRI Level 2 Objectives

| Objective Description | Bilingual |  |  | Monolingual |  |  |
|---|---|---|---|---|---|---|
|  | Pre | Post | % Gain | Pre | Post | % Gain |
| 1 Vowel Sounds | 4 | 9 | 5 | 0 | 15 | 5 |
| 2 Consonant | 8 | 39 | 31 | 11 | 36 | 25 |
| 5 Consonant Substitution | 14 | 40 | 26 | 34 | 41 | 7 |
| 7 Syllables-Numbers | 33 | 61 | 28 | 37 | 57 | 20 |
| 8 Rhyming Word Parts | 5 | 25 | 20 | 11 | 27 | 16 |
| 9 Silent Letters | 23 | 54 | 31 | 29 | 40 | 11 |
| 10 Silent Vowels | 25 | 57 | 32 | 37 | 58 | 21 |
| 11 Variant Vowel Sounds-Y | 11 | 29 | 18 | 9 | 34 | 25 |
| 12 Variant Vowel Sounds-R | 14 | 26 | 12 | 10 | 23 | 13 |
| 14 Phonetic Parts | 3 | 11 | 8 | 7 | 15 | 8 |
| 17 Inflected Words and Affixes | 30 | 39 | 9 | 35 | 52 | 17 |
| 18 Possessives | 4 | 12 | 8 | 6 | 13 | 7 |
| 19 Adjectives | 28 | 51 | 23 | 40 | 47 | 7 |
| 21 Pronouns | 20 | 45 | 25 | 22 | 39 | 17 |
| 23 Contractions | 2 | 9 | 7 | 9 | 15 | 6 |
| 26 Word Structure | 5 | 17 | 12 | 11 | 23 | 12 |
| 27 Verb Tense | 7 | 17 | 10 | 10 | 14 | 4 |
| 34 Defining Affixed Words | 11 | 26 | 15 | 22 | 37 | 15 |
| 47 Phrase Definition in Context | 14 | 35 | 21 | 26 | 44 | 18 |
| 48 Word Definition in Context | 30 | 34 | 4 | 30 | 43 | 13 |
| 49 Word Definition in Isolation | 9 | 23 | 15 | 12 | 24 | 12 |
| 50 Multi-Meaning Words | 17 | 36 | 19 | 34 | 33 | -1 |
| 52 Synonyms-Selection | 3 | 13 | 10 | 10 | 23 | 13 |
| 54 Homonym Pairs-Selection | 42 | 55 | 13 | 37 | 59 | 22 |
| 55 Homographs-Selection | 35 | 42 | 7 | 37 | 53 | 16 |
| 57 Event Sequence | 3 | 14 | 11 | 8 | 20 | 12 |
| 58 Story Setting | 9 | 22 | 13 | 16 | 17 | 1 |
| 59 Story Detail | 7 | 25 | 18 | 19 | 35 | 16 |
| 62 Cause or Effect | 14 | 22 | 8 | 13 | 28 | 15 |
| 63 Inference | 4 | 15 | 11 | 4 | 7 | 3 |
| 64 Conclusion-Formation | 7 | 18 | 11 | 15 | 19 | 4 |
| 66 Predicting Future Action | 10 | 17 | 7 | 11 | 28 | 17 |
| 67 Main Idea | 5 | 5 | 0 | 4 | 11 | 7 |
| 68 Character Analysis-Feeling | 3 | 17 | 14 | 8 | 18 | 10 |
| 69 Character Analysis-Motive | 9 | 17 | 8 | 12 | 20 | 8 |
| 70 Character Analysis-Traits | 11 | 12 | 1 | 8 | 15 | 7 |
| 72 Sensory Imagery | 5 | 18 | 13 | 8 | 11 | 3 |
| 74 Figurative Expreesion | 8 | 5 | -3 | 7 | 16 | 9 |
| 77 Mood | 8 | 6 | -2 | 6 | 12 | 6 |
| 78 Time Span and Period | 7 | 14 | 7 | 7 | 14 | 7 |
| 83 Reality and Fantasy | 13 | 12 | -1 | 12 | 21 | 9 |
| Average Percentage | 13 | 25 | 13 | 17 | 28 | 12 |
| Number of Students | 183 | 173 |  | 253 | 260 |  |

Number of objectives on which gain was greater for bilingual students = 20
Number of objectives on which gain was greater for monolingual students = 16

$z = 0.05$ ($p > .05$)

Conclusion: Gains for bilingual and monolinguals students were not significantly different

### Table 8
### Percentages of Bilingual and Monolingual Third Grade Students Achieving Mastery on Pre and Post Tests: All PRI Level 3 Objectives

| Objective Description | Bilingual | | | Monolingual | | |
|---|---|---|---|---|---|---|
| | Pre | Post | Gain | Pre | Post | Gain |
| 9 Silent Letters | 54 | 67 | 13 | 43 | 56 | 13 |
| 13 Variant Vowel Sounds | 27 | 34 | 7 | 22 | 39 | 17 |
| 14 Phonetic Parts-Variant Sounds | 13 | 35 | 22 | 18 | 35 | 17 |
| 15 Phonetic Parts-Blending | 29 | 49 | 20 | 24 | 34 | 10 |
| 22 Pronouns-Referent | 7 | 10 | 3 | 8 | 17 | 9 |
| 25 Compounds-Forming | 43 | 61 | 18 | 40 | 67 | 27 |
| 30 Sentence Building | 21 | 35 | 14 | 20 | 36 | 16 |
| 31 Phrase Information | 19 | 28 | 9 | 20 | 22 | 2 |
| 32 Affixes-Identifying | 20 | 35 | 15 | 15 | 29 | 14 |
| 33 Affixes-Building Words | 5 | 8 | 3 | 3 | 12 | 9 |
| 34 Defining Affixes Words | 27 | 44 | 17 | 30 | 52 | 22 |
| 37 Punctuation | 26 | 28 | 2 | 25 | 42 | 17 |
| 45 Meaning of Words in Context | 33 | 43 | 10 | 30 | 45 | 15 |
| 46 Most Precise Word in Context | 15 | 20 | 5 | 14 | 29 | 15 |
| 48 Word Definition in Context | 22 | 21 | -1 | 22 | 30 | 8 |
| 49 Word Definition in Isolation | 12 | 19 | 7 | 10 | 29 | 19 |
| 51 Multi-meaning Words | 23 | 34 | 11 | 24 | 38 | 14 |
| 52 Synonyms-Selection | 33 | 46 | 13 | 27 | 49 | 22 |
| 53 Antonyms-Selection | 20 | 21 | 1 | 15 | 26 | 11 |
| 54 Homonym Pairs-Selection | 22 | 35 | 13 | 25 | 36 | 11 |
| 57 Event Sequence | 6 | 25 | 19 | 10 | 21 | 11 |
| 58 Story Setting | 11 | 25 | 14 | 12 | 20 | 8 |
| 59 Story Detail-Recall Words | 19 | 34 | 15 | 21 | 33 | 12 |
| 60 Story Detail-Recall Parts | 17 | 29 | 12 | 19 | 31 | 12 |
| 61 Story Detail-True Statements | 11 | 18 | 7 | 12 | 17 | 5 |
| 62 Cause of Effect | 0 | 1 | 1 | 0 | 1 | 1 |
| 63 Inference | 13 | 22 | 9 | 14 | 22 | 8 |
| 64 Conclusion-Formation | 10 | 11 | 1 | 12 | 17 | 5 |
| 66 Predicting Future Action | 6 | 12 | 6 | 10 | 14 | 4 |
| 67 Main Idea | 2 | 4 | 2 | 0 | 3 | 3 |
| 70 Character Analysis | 4 | 9 | 5 | 5 | 10 | 5 |
| 71 Descriptive Words & Phrases | 12 | 18 | 6 | 9 | 15 | 6 |
| 72 Sensory Imagery | 17 | 30 | 13 | 17 | 30 | 13 |
| 73 Idioms or Figures of Speech | 8 | 16 | 8 | 8 | 23 | 15 |
| 75 Simile | 3 | 8 | 5 | 2 | 7 | 5 |
| 76 Metaphor | 2 | 5 | 3 | 3 | 5 | 2 |
| 77 Mood | 12 | 18 | 6 | 9 | 16 | 7 |
| 78 Time span and Period | 6 | 9 | 3 | 6 | 12 | 6 |
| 80 Literary Forms-Fable | 5 | 5 | 0 | 4 | 6 | 2 |
| 83 Reality and Fantasy | 10 | 21 | 11 | 12 | 18 | 6 |
| 84 Reality & Fantasy-Possibility | 16 | 25 | 9 | 13 | 23 | 10 |
| 89 Author Purpose | 4 | 4 | 0 | 5 | 5 | 0 |
| Average Percentage | 16 | 24 | 8 | 15 | 26 | 11 |
| Number of Students | 190 | 170 | | 248 | 220 | |

Number of objectives on which gain was greater for bilingual students = 13
Number of objectives on which gain was greater for monolingual students = 21
$z = 1.20$ ($p > .05$)

## Table 9

### Percentages of Bilingual and Monolingual Fourth Grade Students Achieving Mastery on Pre and Post Tests:

### All PRI Level 3 Objectives

| Objective Description | Bilingual | | | Monolingual | | |
|---|---|---|---|---|---|---|
| | Pre | Post | % Gain | Pre | Post | % Gain |
| 9 Silent Letters | 61 | 72 | 11 | 54 | 64 | 10 |
| 13 Variant Vowel Sounds | 37 | 43 | 6 | 38 | 44 | 6 |
| 14 Phonetic Parts-Variant Sounds | 38 | 42 | 4 | 37 | 40 | 3 |
| 15 Phonetic Parts-Blending | 33 | 35 | 2 | 33 | 43 | 10 |
| 22 Pronouns-Referent | 21 | 17 | -4 | 14 | 17 | 3 |
| 25 Compounds-Forming | 58 | 65 | 7 | 60 | 66 | 6 |
| 30 Sentence Building | 34 | 33 | -1 | 31 | 34 | 3 |
| 31 Phrase Information | 32 | 27 | -5 | 26 | 25 | 1 |
| 32 Affixes-Identifying | 23 | 27 | 4 | 28 | 40 | 12 |
| 33 Affixes-Building Words | 13 | 17 | 4 | 13 | 20 | 7 |
| 34 Defining Affixes Words | 46 | 53 | 7 | 37 | 56 | 19 |
| 37 Punctuation | 33 | 45 | 12 | 33 | 39 | 6 |
| 45 Meaning of Words in Context | 44 | 49 | 5 | 48 | 46 | -2 |
| 46 Most Precise Word in Context | 37 | 39 | 2 | 31 | 39 | 8 |
| 48 Word Definition in Context | 33 | 29 | -4 | 30 | 33 | 3 |
| 49 Word Definition in Isolation | 34 | 31 | -3 | 28 | 33 | 5 |
| 51 Multi-meaning Words | 34 | 40 | 6 | 33 | 42 | 9 |
| 52 Synonyms-Selection | 50 | 47 | -3 | 41 | 51 | 10 |
| 53 Antonyms-Selection | 20 | 27 | 7 | 17 | 20 | 3 |
| 54 Homonym Pairs-Selection | 32 | 37 | 5 | 35 | 33 | -2 |
| 57 Event Sequence | 18 | 19 | 1 | 15 | 15 | 0 |
| 58 Story Setting | 28 | 29 | 1 | 25 | 28 | 3 |
| 59 Story Detail-Recall Words | 34 | 35 | 1 | 34 | 38 | 4 |
| 60 Story Detail-Recall Parts | 34 | 29 | -5 | 27 | 30 | 3 |
| 61 Story Detail-True Statements | 18 | 21 | 3 | 17 | 20 | 3 |
| 62 Cause of Effect | 0 | 2 | 2 | 0 | 1 | 1 |
| 63 Inference | 25 | 21 | -4 | 22 | 25 | 3 |
| 64 Conclusion-Formation | 15 | 20 | 5 | 23 | 18 | -5 |
| 66 Predicting Future Action | 17 | 20 | 3 | 15 | 22 | 7 |
| 67 Main Idea | 4 | 6 | 2 | 1 | 3 | 2 |
| 70 Character Analysis | 10 | 15 | 5 | 13 | 15 | 2 |
| 71 Descriptive Words & Phrases | 21 | 24 | 3 | 20 | 22 | 2 |
| 72 Sensory Imagery | 33 | 35 | 2 | 41 | 40 | -1 |
| 73 Idioms or Figures of Speech | 24 | 27 | 3 | 17 | 23 | 6 |
| 75 Simile | 10 | 13 | 3 | 5 | 9 | 4 |
| 76 Metaphor | 8 | 7 | -1 | 5 | 8 | 3 |
| 77 Mood | 21 | 21 | 0 | 12 | 14 | 2 |
| 78 Time Span and Period | 14 | 11 | -3 | 11 | 11 | 0 |
| 80 Literary Forms-Fable | 11 | 11 | 0 | 9 | 14 | 5 |
| 83 Reality and Fantasy | 25 | 21 | -4 | 22 | 20 | -2 |
| 84 Reality & Fantasy Possibility | 27 | 29 | 2 | 27 | 27 | 0 |
| 89 Author Purpose | 6 | 10 | 4 | 7 | 5 | -2 |
| Average Percentage | 27 | 29 | 2 | 25 | 28 | 3 |
| Number of Students | 169 | 150 | | 264 | 264 | |

Number of objectives on which gain was greater for Bilingual students = 15
Number of objectives on which gain was greater for Monolingual students = 24

$z = 1.28$ ($p > .05$)

Conclusion: Gains for Bilingual and Monolingual Students were not significantly different

## Table 10

## Percentages of Bilingual and Monolingual Fifth Grade Students Achieving Mastery on Pre and Post Tests:

## All PRI Level 4 Objectives

| Objective Description | Bilingual | | | Monolingual | | |
|---|---|---|---|---|---|---|
| | Pre | Post | % Gain | Pre | Post | % Gain |
| 13 Variant Vowel Sounds:Digraph | 51 | 51 | 0 | 43 | 55 | 12 |
| 14 Phonetic Parts:Variant Sounds | 46 | 51 | 5 | 39 | 40 | 1 |
| 15 Phonetic Parts:Blending | 51 | 52 | 1 | 42 | 50 | 8 |
| 22 Pronouns:Referent | 29 | 38 | 9 | 18 | 27 | 9 |
| 33 Affixes:Building Words | 14 | 22 | 8 | 9 | 17 | 8 |
| 34 Defining Affixed Words | 13 | 25 | 12 | 12 | 10 | -2 |
| 35 Defining Affixes | 15 | 20 | 5 | 12 | 15 | 3 |
| 36 Punctuation:Commas | 6 | 10 | 4 | 10 | 9 | -1 |
| 46 Most Precise Word in Context | 56 | 60 | 4 | 52 | 65 | 13 |
| 48 Word Definition in Context | 34 | 46 | 8 | 31 | 40 | 9 |
| 49 Word Definition in Isolation | 18 | 19 | 1 | 15 | 26 | 11 |
| 52 Synonyms: Selection | 32 | 35 | 3 | 33 | 35 | 2 |
| 53 Antonyms: Selection | 19 | 27 | 8 | 14 | 17 | 3 |
| 56 Heteronyms: Selection | 32 | 39 | 7 | 23 | 38 | 15 |
| 57 Event Sequence | 12 | 11 | -1 | 5 | 10 | 5 |
| 58 Story Setting | 7 | 8 | 1 | 4 | 7 | 3 |
| 59 Story Detail: Recall | 13 | 23 | 10 | 11 | 17 | 6 |
| 62 Cause or Effect | 15 | 20 | 5 | 11 | 17 | 6 |
| 63 Inference | 11 | 14 | 3 | 6 | 10 | 4 |
| 64 Conclusion: Formation | 9 | 15 | 6 | 13 | 17 | 4 |
| 65 Conclusion: Identification | 14 | 13 | -1 | 15 | 18 | 3 |
| 66 Predicting Future Action | 8 | 12 | 4 | 3 | 10 | 7 |
| 67 Main Idea: Summary | 11 | 11 | 0 | 5 | 7 | 2 |
| 70 Character Analysis: Traits | 11 | 13 | 2 | 4 | 8 | 4 |
| 73 Idioms | 11 | 17 | 6 | 7 | 12 | 5 |
| 75 Simile | 4 | 12 | 8 | 5 | 8 | 3 |
| 76 Metaphor | 2 | 8 | 6 | 3 | 6 | 3 |
| 77 Mood | 2 | 9 | 7 | 4 | 7 | 3 |
| 78 Time Span and Period | 9 | 17 | 8 | 8 | 12 | 4 |
| 81 Literary Forms: Satire | 12 | 13 | 1 | 11 | 15 | 4 |
| 82 Literary Forms: Myth | 3 | 14 | 11 | 3 | 9 | 6 |
| 83 Reality and Fantasy | 15 | 23 | 8 | 13 | 16 | 3 |
| 85 Fact and Opinion | 7 | 10 | 3 | 3 | 6 | 3 |
| 86 Author Techniques: Persuasion | 10 | 12 | 2 | 7 | 9 | 2 |
| 87 Author Technique: Irony | 4 | 14 | 10 | 5 | 7 | 2 |
| 88 Author Technique: Altered Syntax | 2 | 7 | 5 | 2 | 5 | 3 |
| 89 Author Purpose | 12 | 13 | 1 | 9 | 11 | 2 |
| 90 Symbolism | 5 | 9 | 4 | 5 | 9 | 4 |
| Average Percentage | 16 | 21 | 5 | 14 | 18 | 4 |
| Number of Students | 170 | 166 | | 287 | 277 | |

Number of Objectives on which gain was greater for Bilingual students = 17
Number of objectives on which gain was greater for Monolingual students = 16
$z = 0.00$ ($p > .05$)

Conclusion: Gains for Bilingual and Monolingual students were not significantly different

There were some interesting patterns, however, that are worthy of note for future investigation. Referring to the Average Percentage figures in Tables 7-10, it can be noted that there appeared to be some reversal of relative performance of bilingual and monolingual students across grade levels. That is, in second grade, the average percentage mastery was lower for bilingual students on both the pre and post tests, even though the pre-post gain was the same as for monolingual students. In third grade, the average post-test mastery was still lower for bilingual students, while in fourth grade it was slightly higher for bilingual than for monolingual students, and in fifth grade was definitely higher.

## Comparisons Among Students in Bilingual, Team, and Monolingual Classes

One of the major decision questions indentified for this evaluation concerns the value of having bilingual teachers form teams with monolingual teachers and share classrooms so that more students could receive bilingual instruction. That is, one bilingual and one monolingual teacher would trade classes for part of the day so that all children in those two classes would receive some instruction in Spanish during the day. Students in both classes could be classified as bilingual in that they all receive instruction in both English and Spanish. On the basis of interviews with teachers, however, it was suspected that there might be some differences in the way these classes were treated with respect to such factors as the percent of time spent in Spanish instruction and the time of day at which it was given that might affect students' performance. Accordingly, some further analyses were performed with the addition of a third class type (team), defined by separating students who were in a team class from the previously defined group of students receiving bilingual instruction in order to determine if there were performance differences among bilingual, team, and monolingual students.

The analyses performed to answer this question were sign tests similar to those performed for the overall bilingual vs. monolingual comparisons. However, the actual numbers of students varied somewhat from those used in the previous analyses. In some cases, there were no team classes in some schools at certain grade levels. When this happened, data from the entire school were left out of the analysis for that grade level. This was done to ensure that possible differences between class types were not confounded by differences among schools. Results of these analyses are reported in Tables 11-14.

As indicated in Table 11, none of the three comparisons resulted in a statistically significant difference. Thus, it cannot be concluded that students in any one of these three class types increased their objective mastery to any greater extent than students in the other class types. There is, however, some reason to suspect that these results may be somewhat misleading in this case. The post-test mastery percentage for team students are considerably above those for bilingual students, the actual percentage mastery being higher for team students on 32 of the 41 objectives. Applying the sign test to the comparison between bilingual and team post-test percentage only results in z-value of 3.84, which is indicative of a difference at well beyond the .05 confidence level.

Similarly, a comparison between monolingual and bilingual students indicates a higher percentage of mastery for monolingual students on 34 of the 41 objectives ($z=4.22$, $p$ .05). The post-test difference between monolingual and team students is not statistically significant. Thus, the conclusion that the differences in gains were not significant must be qualified somewhat by the fact the straight comparisons of post-test percentages indicated superiority of both team and monolingual classes over bilingual classes.

Results for third grade were rather straightforward, as indicated in Table 12. None of the comparisons resulted in statistical significance, indicating that gains were about the same for all three groups. This conclusion is further borne out by the observation that average gains were nearly identical for all three groups. There was a tendency for students in bilingual classes to attain somewhat higher percentages of mastery than students in team or monolingual classes, but the difference is not great enough to require qualification of the interpretation.

The comparisons for fourth grade indicated a statistically significant difference favoring monolingual over team classes, as reported in Table 13. Differences between bilingual and team classes and between bilingual and monolingual classes, were not significant.

Table 14 presents the comparisons for fifth grade. In this case there was a significant difference favoring team over bilingual classes, with the comparison favoring monolingual over bilingual classes approaching significance.

Taken as a whole, these analyses do not present a consistent enough picture to provide any general conclusions. In one case (second grade) it appeared that team classes might actually be superior to bilingual classes, although the actual test of gains did not indicate statistical significance. In another case (fourth grade) a difference favoring monolingual over team classes was found, and in still another case (fifth grade) a difference was found favoring team over bilingual classes. About the only conclusion that can be drawn appears to be that the teaming situation did not seem to cause any great harm to the students, and, in some cases, may even have resulted in increased performance.

## Table 11

### Percentages of Bilingual, Team, and Monolingual Second Grade Students Achieving Mastery on Pre and Post Tests:

### All PRI Level 2 Objectives
### (Allison, Govalle, Palm only)

| Objective Description | Bilingual | | | Team | | | Monolingual | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | % Gain | Pre | Post | % Gain | Pre | Post | % Gain |
| 1 Vowel Sounds | 7 | 6 | -1 | 3 | 15 | 12 | 1 | 13 | 12 |
| 2 Consonant | 3 | 25 | 22 | 18 | 53 | 35 | 9 | 36 | 27 |
| 5 Consonant Substitution | 15 | 31 | 16 | 16 | 38 | 22 | 30 | 35 | 5 |
| 7 Syllables-Numbers | 44 | 63 | 19 | 26 | 79 | 53 | 36 | 56 | 20 |
| 8 Rhyming Word Parts | 6 | 7 | 1 | 4 | 50 | 46 | 13 | 23 | 10 |
| 9 Silent Letters | 17 | 40 | 23 | 21 | 70 | 49 | 24 | 37 | 13 |
| 10 Silent Vowels | 28 | 52 | 24 | 24 | 52 | 28 | 29 | 58 | 29 |
| 11 Variant Vowel Sounds-Y | 10 | 12 | 2 | 15 | 50 | 35 | 9 | 30 | 21 |
| 12 Variant Vowel Sounds_R | 10 | 12 | 2 | 16 | 39 | 23 | 12 | 18 | 6 |
| 14 Phonetic Parts | 1 | 6 | 5 | 3 | 14 | 11 | 7 | 12 | 5 |
| 17 Inflected Words and Affixes | 31 | 42 | 11 | 29 | 39 | 10 | 29 | 49 | 20 |
| 18 Possessives | 1 | 4 | 3 | 7 | 24 | 17 | 6 | 14 | 8 |
| 19 Adjectives | 32 | 30 | -2 | 28 | 61 | 33 | 34 | 48 | 14 |
| 21 Pronouns | 24 | 37 | 13 | 15 | 58 | 43 | 15 | 39 | 24 |
| 23 Contractions | 0 | 7 | 7 | 3 | 17 | 14 | 8 | 16 | 8 |
| 26 Word Structure | 3 | 21 | 18 | 9 | 20 | 11 | 12 | 28 | 16 |
| 27 Verb Tense | 4 | 4 | 0 | 10 | 35 | 25 | 10 | 7 | -3 |
| 34 Defining Affixed Words | 8 | 27 | 19 | 13 | 29 | 16 | 19 | 38 | 19 |
| 47 Phrase Definition in Context | 14 | 36 | 22 | 22 | 29 | 7 | 19 | 43 | 24 |
| 48 Word Definition in Context | 35 | 28 | -7 | 25 | 33 | 8 | 33 | 46 | 13 |
| 49 Word Definition in Isolation | 4 | 21 | 17 | 9 | 26 | 17 | 8 | 22 | 14 |
| 50 Multi-Meaning Words | 20 | 39 | 19 | 26 | 38 | 12 | 35 | 35 | 0 |
| 52 Synonyms-Selection | 0 | 6 | 6 | 1 | 26 | 25 | 9 | 22 | 13 |
| 54 Homonym Pairs-Selection | 42 | 51 | 9 | 43 | 58 | 15 | 35 | 57 | 22 |
| 55 Homographs-Selection | 28 | 37 | 9 | 37 | 45 | 8 | 32 | 53 | 21 |
| 57 Event Sequence | 3 | 13 | 10 | 3 | 18 | 15 | 6 | 17 | 11 |
| 58 Story Setting | 4 | 24 | 20 | 15 | 23 | 8 | 16 | 17 | 1 |
| 59 Story Detail | 7 | 25 | 18 | 9 | 33 | 24 | 17 | 33 | 16 |
| 62 Cause or Effect | 10 | 25 | 15 | 22 | 26 | 4 | 14 | 26 | 12 |
| 63 Inference | 4 | 15 | 11 | 1 | 15 | 14 | 4 | 6 | 2 |
| 64 Conclusion-Formation | 4 | 15 | 11 | 4 | 32 | 28 | 11 | 19 | 8 |
| 66 Predicting Future Action | 13 | 16 | 3 | 9 | 18 | 9 | 10 | 27 | 17 |
| 67 Main Idea | 3 | 1 | -2 | 3 | 6 | 3 | 5 | 10 | 5 |
| 68 Character Analysis Feeling | 4 | 13 | 9 | 3 | 24 | 21 | 5 | 18 | 13 |
| 69 Character Analysis-Motive | 15 | 12 | -3 | 6 | 29 | 23 | 11 | 19 | 8 |
| 70 Character Analysis-Traits | 11 | 24 | 13 | 9 | 5 | -4 | 6 | 16 | 10 |
| 72 Sensory Imagery | 6 | 12 | 6 | 6 | 29 | 23 | 7 | 7 | 0 |
| 74 Figurative Expression | 7 | 3 | -4 | 1 | 9 | 8 | 5 | 17 | 12 |
| 77 Mood | 11 | 4 | -7 | 1 | 9 | 8 | 4 | 10 | 6 |
| 78 Time Span and Period | 3 | 13 | 10 | 10 | 15 | 5 | 4 | 14 | 10 |
| 83 Reality and Fantasy | 10 | 15 | 5 | 13 | 14 | 1 | 12 | 24 | 12 |
| Average Percentage | 12 | 21 | 09 | 13 | 32 | 19 | 15 | 27 | 12 |
| Number of Students | 71 | 67 | | 68 | 66 | | 190 | 199 | |

Comparison 1: Bilingual vs. Team

Number of objectives on which gains were greater for Bilingual than for Team students = 13
Number of objectives on which gains were greater for Team than for Bilingual students = 25
z = 1.78 (p >05)

Conclusion: Gains for bilingual and team students did not differ significantly

Comparison 2: Bilingual vs. Monolingual

Number of objectives on which gain was greater for Bilingual than for Monolingual students = 13
Number of objectives on which gain was greater for Monolingual than for Bilingual students = 25
z = 1.78 (p >05)

Conclusion: Gains for Bilingual and Monolingual students did not differ significantly

Comparison 3: Team vs. Monolingual

Number of objectives on which gain was greater for Team than for Monolingual students = 25
Number of objectives on which gain was greater for Monolingual than for Team students = 15
z = 1.42 (p>.05)

Conclusion: Gains for Team and Monolingual students did not differ significantly

## Table 12

### Percentages of Bilingual, Team, and Monolingual Third Grade Students Achieving Mastery on Pre and Post Tests All PRI Level 3 Objectives (Govalle, Metz, and Palm only)

| Objective Description | Bilingual | | | Team | | | Monolingual | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pre | Post | % Gain | Pre | Post | % Gain | Pre | Post | % Gain |
| 9 Silent Letters | 68 | 70 | +2 | 61 | 67 | 6 | 46 | 50 | 4 |
| 13 Variant Vowel Sounds | 42 | 48 | +6 | 27 | 29 | 2 | 21 | 39 | 18 |
| 14 Phonetic Parts-Variant Sounds | 13 | 38 | 25 | 17 | 38 | 21 | 15 | 32 | 17 |
| 15 Phonetic Parts-Blending | 33 | 63 | 30 | 31 | 48 | 17 | 20 | 34 | 14 |
| 22 Pronouns-Referent | 10 | 9 | -1 | 9 | 14 | 5 | 3 | 18 | 15 |
| 25 Compounds-Forming | 53 | 83 | 30 | 33 | 59 | 26 | 40 | 66 | 26 |
| 30 Sentence Building | 31 | 45 | 14 | 10 | 32 | 22 | 19 | 36 | 17 |
| 31 Phrase Information | 24 | 42 | 18 | 14 | 25 | 11 | 18 | 31 | 13 |
| 32 Affixes-Identifying | 17 | 38 | 21 | 19 | 48 | 29 | 18 | 29 | 11 |
| 33 Affixes-Building Words | 7 | 8 | 1 | 6 | 8 | 2 | 4 | 12 | 8 |
| 34 Defining Affixes Words | 36 | 48 | 12 | 26 | 51 | 25 | 33 | 50 | 17 |
| 37 Punctuation | 32 | 36 | 4 | 31 | 29 | -2 | 28 | 39 | 11 |
| 45 Meaning of Words in Context | 53 | 61 | 8 | 27 | 40 | 13 | 34 | 41 | 7 |
| 46 Most Precise Word in Context | 17 | 14 | -3 | 14 | 29 | 15 | 15 | 30 | 15 |
| 48 Word Definition in Context | 22 | 27 | 5 | 23 | 19 | -4 | 26 | 27 | 1 |
| 49 Word Definition in Insolation | 13 | 20 | 7 | 14 | 21 | 7 | 12 | 32 | 20 |
| 51 Multi-meaning Words | 28 | 36 | 8 | 23 | 38 | 15 | 25 | 37 | 12 |
| 52 Synonyms-Selection | 42 | 56 | 14 | 27 | 52 | 25 | 32 | 48 | 16 |
| 53 Antonyms-Selection | 33 | 23 | -10 | 14 | 25 | 11 | 16 | 27 | 11 |
| 54 Homonym Pairs-Selection | 25 | 44 | 19 | 21 | 38 | 17 | 28 | 35 | 7 |
| 57 Event Sequence | 8 | 19 | 11 | 7 | 16 | 9 | 12 | 23 | 11 |
| 58 Story Setting | 13 | 34 | 21 | 10 | 27 | 17 | 14 | 20 | 6 |
| 59 Story Detail-Recall Words | 22 | 39 | 17 | 20 | 32 | 12 | 23 | 34 | 11 |
| 60 Story Detail-Recall Parts | 26 | 41 | 15 | 16 | 27 | 9 | 23 | 32 | 9 |
| 61 Story Detail-True Statements | 14 | 23 | 9 | 9 | 19 | 10 | 15 | 20 | 5 |
| 62 Cause of Effect | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| 63 Inference | 17 | 34 | 17 | 11 | 16 | 5 | 11 | 25 | 14 |
| 64 Conclusion-Formation | 13 | 20 | 7 | 10 | 3 | -7 | 14 | 15 | 1 |
| 66 Predicting Future Action | 7 | 8 | 1 | 9 | 17 | 8 | 11 | 13 | 2 |
| 67 Main Idea | 3 | 5 | 2 | 3 | 3 | 0 | 0 | 4 | 4 |
| 70 Character Analysis | 6 | 11 | 5 | 0 | 11 | 11 | 6 | 10 | 4 |
| 71 Descriptive Words & Phrases | 13 | 19 | 6 | 14 | 19 | 5 | 10 | 17 | 7 |
| 72 Sensory Imagery | 28 | 39 | 11 | 10 | 27 | 17 | 19 | 53 | 14 |
| 73 Idioms or Figures of Speech | 10 | 23 | 13 | 11 | 14 | 3 | 8 | 23 | 15 |
| 75 Simile | 1 | 11 | 10 | 6 | 8 | 2 | 3 | 8 | 5 |
| 76 Metaphor | 3 | 2 | -1 | 1 | 8 | 7 | 4 | 6 | 2 |
| 77 Mood | 13 | 17 | 4 | 14 | 19 | 5 | 11 | 16 | 5 |
| 79 Time span and Period | 7 | 11 | 4 | 7 | 13 | 6 | 7 | 14 | 7 |
| 80 Literary Forms-Fable | 7 | 9 | 2 | 7 | 5 | -2 | 5 | 6 | 1 |
| 83 Reality and Fantasy | 14 | 31 | 17 | 6 | 17 | 11 | 15 | 15 | 0 |
| 84 Reality & Fantasy-Possibility | 25 | 33 | 8 | 10 | 27 | 17 | 17 | 25 | 8 |
| 89 Author Purpose | 3 | 3 | 0 | 7 | 2 | -5 | 5 | 6 | 1 |
| Average Percentage | 20 | 30 | 10 | 15 | 25 | 10 | 16 | 26 | 09 |
| No. of Students | 72 | 64 | | 70 | 63 | | 168 | 155 | |

Comparison 1: Bilingual vs. Team
No. of objectives on which gain was greater for Bilingual than for Team students = 22
No. of objectives on which gain was greater for Team than for Bilingual students = 18
$z = 0.47$ ($p > .05$)
Conclusion: Gains for Bilingual and Team students did not differ significantly.

Comparison 2: Bilingual vs. Monolingual
No. of objectives on which gain was greater for Bilingual than for Monolingual students = 18
No. of objectives on which gain was greater for Monolingual than for Bilingual = 22
$z = 0.47$ ($p > .05$)
Conclusion: Gains for Bilingual and Team students did not differ significantly.

Comparison 3: Team vs. Monolingual
No. of objectives on which gain was greater for Team than for Monolingual students = 19
No. of objectives on which gain was greater for Monolingual than for Team students = 18
$z = 0.00$ ($p > 05$)
Conclusion: Gains for Team and Monolingual students did not differ significantly

## Table 13
## Percentages of Bilingual, Team, and Monolingual Fourth Grade Students Achieving Mastery on Pre and Post Tests: All PRI Level 3 Objectives (Allison, Govalle, and Palm only)

| Objective Description | Bilingual |  |  | Team |  |  | Monolingual |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | Pre | Post | % Gain | Pre | Post | % Gain | Pre | Post | % Gain |
| 9 Silent Letters | 62 | 78 | 16 | 60 | 69 | 9 | 54 | 67 | 13 |
| 13 Variant Vowel Sounds | 39 | 54 | 15 | 33 | 30 | -3 | 34 | 40 | 6 |
| 14 Phonetic Parts - Variant Sounds | 43 | 54 | 11 | 32 | 30 | -2 | 32 | 38 | 6 |
| 15 Phonetic Parts- Blending | 36 | 35 | -1 | 33 | 36 | 3 | 30 | 44 | 14 |
| 22 Pronouns-Referent | 19 | 16 | -3 | 22 | 19 | -3 | 14 | 18 | 4 |
| 25 Compounds-Forming | 62 | 68 | 6 | 53 | 61 | 8 | 56 | 65 | 9 |
| 30 Sentence Building | 36 | 37 | 1 | 31 | 30 | -1 | 29 | 31 | 2 |
| 31 Phrase Information | 28 | 24 | -4 | 32 | 28 | -4 | 25 | 25 | 0 |
| 32 Affixes-Identifying | 26 | 22 | -4 | 19 | 28 | 9 | 26 | 41 | 15 |
| 33 Affixes-Building Words | 12 | 24 | 12 | 13 | 9 | -4 | 11 | 19 | 8 |
| 34 Defining Affixed Words | 47 | 54 | 7 | 43 | 57 | 14 | 37 | 54 | 17 |
| 37 Punctuation | 35 | 43 | 8 | 28 | 46 | 18 | 32 | 40 | 8 |
| 45 Meaning of Words in Context | 41 | 57 | 16 | 44 | 39 | -5 | 47 | 43 | -4 |
| 46 Most Precise Word in Context | 34 | 40 | 6 | 28 | 37 | 9 | 32 | 35 | 3 |
| 48 Word Definition in Context | 32 | 30 | -2 | 35 | 25 | -10 | 30 | 35 | 5 |
| 49 Word Definition in Isolation | 35 | 33 | -2 | 33 | 27 | -6 | 26 | 32 | 6 |
| 51 Multi-meaning Words | 35 | 40 | 5 | 31 | 36 | 5 | 37 | 41 | 7 |
| 52 Synonyms-Selection | 50 | 51 | 1 | 47 | 42 | -5 | 38 | 47 | 9 |
| 53 Antonyms-Selection | 23 | 22 | -1 | 19 | 33 | 14 | 18 | 20 | 2 |
| 54 Homonym Pairs-Selection | 38 | 35 | -3 | 29 | 39 | 10 | 35 | 33 | -2 |
| 57 Event Sequence | 15 | 21 | 6 | 22 | 16 | -6 | 15 | 12 | -3 |
| 58 Story Setting | 26 | 29 | 3 | 31 | 28 | -3 | 25 | 25 | 0 |
| 59 Story Detail-Recall Words | 39 | 40 | 1 | 28 | 28 | 0 | 34 | 36 | 2 |
| 60 Story Detail-Recall Parts | 42 | 29 | -13 | 26 | 30 | 4 | 27 | 29 | 2 |
| 61 Story Detail-True Statements | 18 | 22 | 4 | 18 | 22 | 4 | 18 | 20 | 2 |
| 62 Cause or Effect | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 1 | 1 |
| 63 Inference | 22 | 21 | -1 | 26 | 19 | -7 | 24 | 25 | 1 |
| 64 Conclusion-Formation | 26 | 24 | -2 | 3 | 21 | 18 | 25 | 19 | -6 |
| 66 Predicting Future Action | 22 | 22 | 0 | 13 | 19 | 6 | 14 | 23 | 9 |
| 67 Main Idea | 4 | 8 | 4 | 4 | 6 | 2 | 2 | 4 | 2 |
| 70 Character Analysis | 8 | 13 | 5 | 13 | 19 | 6 | 12 | 13 | 1 |
| 71 Descriptive Words & Phrases | 23 | 30 | 7 | 24 | 21 | -3 | 18 | 19 | 1 |
| 72 Sensory Imagery | 35 | 30 | -5 | 31 | 39 | 8 | 38 | 36 | -2 |
| 73 Idioms or Figures of Speech | 26 | 30 | 4 | 24 | 25 | 1 | 18 | 23 | 5 |
| 75 Simile | 14 | 16 | 2 | 7 | 12 | 5 | 6 | 8 | 2 |
| 76 Metaphor | 8 | 8 | 0 | 7 | 7 | 0 | 5 | 8 | 3 |
| 77 Mood | 24 | 17 | -7 | 19 | 28 | 9 | 13 | 15 | 2 |
| 78 Time Span and Period | 18 | 8 | 10 | 10 | 15 | 5 | 11 | 13 | 2 |
| 80 Literary Forms-Fable | 9 | 10 | 1 | 15 | 16 | 1 | 9 | 14 | 5 |
| 83 Reality and Fantasy | 22 | 22 | 0 | 28 | 21 | -7 | 23 | 20 | -3 |
| 84 Reality & Fantasy-Possibility | 32 | 32 | 0 | 26 | 25 | -1 | 25 | 27 | 2 |
| 89 Author Purpose | 3 | 13 | 10 | 10 | 7 | -3 | 6 | 6 | 0 |
| Average Percentage | 28 | 30 | 2 | 25 | 27 | 2 | 24 | 28 | 4 |
| No. of Students | 74 | 63 |  | 72 | 67 |  | 194 | 198 |  |

Comparison 1: Bilingual vs. Team

No. of objectives on which gain was greater for Bilingual than for Team students = 19
No. of objectives on which gain was greater for Team than for Bilingual students = 17
$z = 0.17\ (p > .05)$

Conclusion: Gains for Bilingual and Team students did not differ significantly.

Comparison 2: Bilingual vs. Monolingual

No. of Objectives on which gain was greater for Bilingual than for Monolingual students = 15
No. of objectives on which gain was greater for Monolingual than for Bilingual students = 25
$z = 1.42\ (p > .05)$

Conclusion: Gains for Bilingual and Monolingual students did not differ significantly.

Comparison 3: Team vs. Monolingual

No. of objectives on which gain was greater for Team than for Monolingual students = 13
No. of objectives on which gain was greater for Monolingual than for Team students = 28
$z = 2.19\ (p < .05)$

Conclusion: Gains for Team and Monolingual students differed significantly in favor of greater gains for Monolingual students.

## Table 14
## Percentages of Bilingual, Team, and Monolingual Fifth Grade Students Achieving Mastery on Pre and Post tests: All PRI Level 4 Objectives (Allison and Palm only)

| Objective Description | Bilingual |  |  | Team |  |  | Monolingual |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | Pre | Post | % Gain | Pre | Post | % Gain | Pre | Post | % Gain |
| 13 Variant Vowel Sounds;Digraph | 44 | 57 | 13 | 68 | 59 | -9 | 41 | 45 | 4 |
| 14 Phonetic Parts:Variant Sounds | 48 | 55 | 7 | 39 | 54 | 15 | 31 | 39 | 8 |
| 15 Phonetic Parts: Blending | 50 | 61 | 11 | 50 | 59 | 9 | 42 | 40 | -2 |
| 22 Pronouns: Referent | 30 | 35 | 5 | 27 | 59 | 32 | 11 | 28 | 17 |
| 33 Affixes: Building Words | 20 | 27 | 7 | 11 | 24 | 13 | 6 | 12 | 6 |
| 34 Defining Affixed Words | 8 | 20 | 12 | 18 | 26 | 8 | 9 | 10 | 1 |
| 35 Defining Affixes | 20 | 20 | 0 | 18 | 26 | 8 | 16 | 15 | -1 |
| 36 Punctuation: Commas | 8 | 10 | 2 | 5 | 13 | 8 | 12 | 12 | 0 |
| 46 Most Precise Word in Context | 52 | 57 | 5 | 64 | 74 | 10 | 45 | 62 | 17 |
| 48 Word Definition in Context | 42 | 43 | 1 | 39 | 67 | 28 | 24 | 37 | 13 |
| 49 Word Definition in Isolation | 14 | 18 | 4 | 16 | 24 | 8 | 15 | 30 | 15 |
| 52 Synonyms: Selection | 44 | 35 | -9 | 36 | 43 | 7 | 34 | 32 | -2 |
| 53 Antonyms: Selection | 26 | 20 | -6 | 16 | 46 | 30 | 11 | 20 | 9 |
| 56 Heteronyms: Selection | 32 | 43 | 11 | 27 | 37 | 10 | 20 | 33 | 13 |
| 57 Event Sequence | 12 | 12 | 0 | 16 | 13 | -3 | 3 | 11 | 8 |
| 58 Story Setting | 6 | 8 | 2 | 9 | 20 | 11 | 3 | 11 | 8 |
| 59 Story Detail: Recall | 10 | 20 | 10 | 16 | 37 | 21 | 11 | 18 | 7 |
| 62 Cause or Effect | 12 | 16 | 4 | 20 | 30 | 10 | 14 | 18 | 4 |
| 63 Inference | 10 | 12 | 2 | 20 | 20 | 0 | 9 | 15 | 6 |
| 64 Conclusion: Formation | 12 | 10 | -2 | 9 | 17 | 8 | 16 | 24 | 8 |
| 65 Conclusion: Identification | 14 | 6 | -8 | 27 | 22 | -5 | 23 | 21 | -2 |
| 66 Predicting Future Action | 6 | 10 | 4 | 9 | 15 | 6 | 2 | 10 | 8 |
| 67 Main Idea: Summary | 10 | 8 | -2 | 16 | 20 | 4 | 3 | 11 | 8 |
| 70 Character Analysis: Traits | 12 | 14 | 2 | 16 | 20 | 4 | 3 | 11 | 8 |
| 73 Idioms | 12 | 20 | 8 | 7 | 22 | 15 | 5 | 13 | 8 |
| 75 Simile | 6 | 4 | -2 | 2 | 22 | 20 | 7 | 10 | 3 |
| 76 Metaphor | 2 | 6 | 4 | 5 | 15 | 10 | 0 | 8 | 8 |
| 77 Mood | 4 | 8 | 4 | 5 | 13 | 8 | 6 | 8 | 2 |
| 78 Time Span and Period | 14 | 14 | 0 | 7 | 33 | 26 | 9 | 20 | 11 |
| 81 Literary Forms: Satire | 16 | 14 | -2 | 16 | 15 | -1 | 9 | 18 | 9 |
| 82 Literary Forms: Myth | 6 | 10 | 4 | 2 | 24 | 22 | 2 | 12 | 10 |
| 83 Reality and Fantasy | 18 | 27 | 9 | 16 | 33 | 17 | 15 | 17 | 2 |
| 85 Fact and Opinion | 6 | 8 | 2 | 11 | 17 | 6 | 3 | 9 | 6 |
| 86 Author Technique: Persuasion | 10 | 16 | 6 | 14 | 15 | 1 | 9 | 13 | 4 |
| 87 Author Technique: Irony | 0 | 8 | 8 | 5 | 13 | 8 | 5 | 8 | 3 |
| 88 Author Technique: Altered Syntax | 2 | 10 | 8 | 2 | 4 | 2 | 1 | 8 | 7 |
| 89 Author Purpose | 10 | 16 | 6 | 11 | 13 | 2 | 9 | 16 | 7 |
| 90 Symbolism | 6 | 10 | 4 | 2 | 15 | 13 | 7 | 12 | 5 |
| Average Percentage | 17 | 21 | 4 | 18 | 28 | 10 | 13 | 19 | 6 |
| No. of Students | 50 | 49 |  | 44 | 46 |  | 128 | 119 |  |

Comparison 1: Bilingual vs. Team

No. of objectives on which gain was greater for Bilingual than for Team students = 9
No. of objectives on which gain was greater for Team than for Bilingual students =28
$z = 2.96$ ($p < .05$)
Conclusion: Gains for Bilingual and Team students differed significantly in favor of greater gains for Team students

Comparison 2: Bilingual vs. Monolingual

No. of objectives on which gain was greater for Bilingual than for Monolingual students = 12
No. of objectives on which gain was greater for Monolingual than for Bilingual students = 24
$z = 1.83$ ($p > .05$)
Conclusion: Gains for Bilingual and Monolingual students did not differ significantly.

Comparison 3: Team vs. Monolingual
No. of Objectives on which gain was greater for Team than for Monolingual students = 22
No. of Objectives on which gain was greater for Monolingual than for Team students = 14
$z = 1.17$ ($p > .05$)
Conclusion: Gains for Team & Monolingual students did not differ significantly.

# APPENDIX R

## INSTRUMENT REPORT

## CALIFORNIA ACHIEVEMENT TEST - READING

| | |
|---|---|
| **Date/Period of Administration:** | May, 1974 |
| **Population:** | Students in bilingual classes, grades 7-12, plus approximately equal number of control students |
| **Administered By:** | Secondary School Bilingual Teachers. |
| **Data Collected By:** | Office of Evaluation Staff |

## DESCRIPTION OF CALIFORNIA ACHIEVEMENT TEST

### Number of administrations of the instrument

One

### Location of administration

In classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Individual variances in administration procedures used by classroom teachers

### Training of the administrators

None

### Brief description of the instrument

Standardized achievement test battery with norms. Two tests were administered - Mathematics and Verbal/Comprehension.

### Rationale for the instrument

To provide assessment of achievement levels comparable in grade level equivalents and on a national level.

### Developer of the instrument

CTB - Mcgraw Hill

### Development of the instrument

Procedures established by CTB - Mcgraw-Hill

### Standardization of the instrument

Standard administration instructions are provided in the Test Manual

### Reliability and validity of the instrument

The reliability of both the Mathematics and the Verbal/Comprehension Tests, as summarized by Kuder-Richardson Formula 20 coefficients, is acceptable. Coefficients for different nation-wide samples range generally from 0.93 to 0.96. The available test manuals do not provide any validity data.

# Appendix R

## Analysis of Results for the CAT Reading Test, Levels 4 and 5

The CAT Reading Test was administered to groups of bilingual and control students at Martin Junior High School and Austin and Johnston High Schools during the first week of April, 1974.

It was originally planned to give the test to comparable groups of students at Allan Junior High during the first week of May, but there were not enough machine scorable answer sheets available and replacements did not arrive in time to finish the testing without causing major disruption to end-of-year activities, so the testing was cancelled. The test itself yields three scores-Vocabulary, Comprehension, and total. Although grade equivalent scores can be obtained, the analyses were performed on the raw scores (i.e., the number of items answered correctly).

Originally, plans called for the control groups to consist of students who had volunteered for the bilingual classes but could not be accepted because the classes had been filled. However, because of the late start that the program had, the volunteer process had to be abandoned in favor of selecting already existing classes. The project evaluator met individually with the bilingual teachers in order to help them select control classes which were as nearly comparable to the bilingual classes in terms of subject area and achievement level as possible. Since the procedure used was admittedly an imprecise one and the possibility of pre-existing differences between groups was not fully controlled for the control groups used here are not control groups in the strictest sense, but are the closest approximations to true control groups that could be found under the circumstances.

A summary of the analyses performed on the data from Martin Junior High are reported in Table 1. The analyses consisted of a series of one way analyses of variance with two groups (Bilingual and Control). This procedure gives the same results in terms of a statistical probability level as would a series of independent groups t-tests. It was used in preference to the t-test simply because there was a large number of such comparisons to be made and a computer program available to do the analysis of variance, while t-tests would have had to be hand calculated.

It is apparent from the data reported in Table 1 that the mean scores of the bilingual group were considerably higher than those of the control group on both the vocabulary and the comprehension scales, as well as on total scores.

## TABLE 1

## Summary of Analysis of CAT Reading Scores at Martin Junior High School

| Variable | Bilingual Students | | Control Students | | | | Grade Equivalent Corresponding to Mean | |
|---|---|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | F-Ratio | P | Bilingual | Control |
| Reading Vocabulary | 23.87 | 55 | 18.41 | 32 | 14.783 | <.001 | 7.3 | 5.9 |
| Reading Comprehension | 25.36 | 55 | 18.30 | 30 | 17.166 | <.001 | 7.5 | 5.7 |
| Total | 49.24 | 55 | 35.56 | 32 | 21.854 | <.001 | 7.6 | 5.9 |

Subject to the limitation that the groups may not have been fully comparable to start with, this is evidence that the program objective was met in this area at this school.

Similar analyses were performed on data obtained from the two senior high schools and are summarized in Table 2. There is sharp contrast between the results for these two schools; at Austin High, the control group scores were significantly higher than those of the bilingual group, while at Johnston the bilingual and control groups did not differ with respect to any of the three measures. Once again, however, interpretation of these results is subject to the limitation that there is no certainty that the bilingual and control groups were comparable to start with.

In summary, the results obtained with the CAT Level 4 and Level 5 Reading Tests presented a mixed picture with respect to differences between groups of bilingual program and control students. Although every attempt was made to ensure comparability of groups within schools, without more information (such as pre-program CAT reading scores for the same students) it is impossible to place a great deal of confidence in these results.

## TABLE 2

### Summary Analysis of CAT Reading Scores at Austin and Johnstion High Schools

| | | Bilingual Students | | Control Students | | | | Grade Equivalent Corresponding to Mean | |
|---|---|---|---|---|---|---|---|---|---|
| School | Variable | Mean | N | Mean | N | F-Ratio | P | Bil. | Control |
| Austin High | Reading Vocabulary | 17.13 | 39 | 24.19 | 37 | 15.091 | <.001 | 7.8 | 10.3 |
| | Reading Comprehension | 17.31 | 39 | 24.30 | 37 | 14.194 | <.001 | 6.9 | 9.8 |
| | Total | 34.44 | 39 | 48.49 | 37 | 16.291 | <.001 | 7.4 | 10.1 |
| Johnston High | Reading Vocabulary | 20.23 | 18 | 20.46 | 24 | .008 | >.10 | 8.9 | 8.9 |
| | Reading Comprehension | 21.33 | 18 | 19.76 | 24 | .477 | >.10 | 8.6 | 8.2 |
| | Total | 41.61 | 18 | 40.25 | 24 | .130 | >.10 | 9.1 | 8.6 |

# APPENDIX S

# INSTRUMENT REPORT

## PRUEBA DE LECTURA, LEVELS 1 AND 2 (ELEMENTARY)

| | |
|---|---|
| Date/Period of Administration: | Level 1 - May, 1974<br>Level 2 - October, 1973; May, 1974 |
| Population: | All Students in Bilingual Classes, Grades 1-5 |
| Administered By: | Bilingual Teachers |
| Data Collected By: | Office of Evaluation Staff |

## DESCRIPTION OF INTERAMERICAN SERIES PRUEBAS de LECTURA, LEVELS 1 and 2

### Number of administrations of the instrument

One for each First Grade student in a bilingual classroom, April 1974
Two for each 2-5th Grade student in a bilingual classroom, October 1973 and April 1974

### Location of administration

In the classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Many teachers voiced strong criticisum of the test, based primarly on beliefs that the test was too difficult, causing the children to suffer severe frustration, and that much of the vocabulary on the test was not part of local usage.

### Training of the administrators

None

### Brief description of the instrument

Level 1 consists of 80 illustrated 4-choice items divided evenly between a Vocabulary and a Comprehension subscale. Level 2 consists of 110 items. Forty items test Level of Comprehension, 30 items test Speed of Comprehension, and 40 test Vocabulary.

### Rationale for the instrument

The Interamerican Series tests were developed to provide comparable measures for English and Spanish reading achievement in order to provide means for comparing the abilities and educational achievement of pupils of different languages and cultures.

### Developer of the instrument

Original (1950) test developed by the Committee on Modern Languages of the American Council on Education and published by Educational Testing Service. The current version is a revision of the original test done by Herschel T. Manuel and published by Guidance Testing Associates, Austin, Texas.

### Development of the instrument

A large pool of items was assembled and administered to groups of Spanish and English-speaking children. Items were selected for the final test version on the basis of relative difficulty and ability to discriminate between more and less able students.

### Standardization of the instrument

The test publisher recommends use of local or regional norms with the test. However, some rough normative data is offered, based on a 1970 study conducted in California.

### Reliabilty and validity of the instrument

Reliability coefficients based on administration of alternate forms (C and D) of the test to the same group ranged from .79 to .86 for Level 1 and from .39 to .74 for Level 2. No validity data were reported for the Level 1 or Level 2 tests.

## Appendix S

## Analysis of Results for Elementary Spanish Reading Tests: Prueba de Lectura, Level 1, Form C (L-1-CES)

Students in bilingual first grade classes were administered Level 1 of the Prueba de Lectura in late April and early May. Since no pre-tests were given, no assessment of gains during the year can be made. Pre-tests were not given at this level because it was felt that the test would be much too difficult for entering first grade students, causing them much frustration and anxiety, and yielding no useful information. The data collected at the end of the year, however, can be used to make some comparisons with published normative information, as well as to provide some baseline information for the following project year. Mean scores for first grade students are reported in Table 1.

On the whole, these data compare favorably with the normative information, since only one school (Govalle) appears to be appreciably below the norm. It is interesting to note that Metz and Palm Schools, which typically have lower scores on English achievement measures than Allison and Govalle Schools, are somewhat higher on this Spanish achievement test. This may be a reflection of differences in instruction or of differences in the extent to which Spanish is the dominant language in the respective neighborhoods; with only these scores to go by, it is impossible to say. It should be noted that, although these end of year scores compare well with normative information, end of year scores for the higher grade levels in the project schools stood somewhat higher in relation to the norms than first grade. That is, while the first grade scores were very close to the norm, scores for second and third grades were appreciably above their respective norms. This is probably a reflection of the greater emphasis on oral language development activities in first grade. However, these relatively lower scores for first grade students may also be some cause for concern, necessitating close scrutiny of these children's progress in Spanish reading next year.

## Table 1

### End-of Year *Prueba de Lectura* Means for First Grade Students in Bilingual Classes - Total Scores

| School | Number of Classes | Number of Students | Mean Score |
|---|---|---|---|
| Allison | 4 | 72 | 21.93 |
| Govalle | 3 | 26 | 18.85 |
| Metz | 2 | 35 | 23.03 |
| Palm | 2 | 17 | 28.53 |
| Total | 11 | 150 | 22.40 |

Note: A score of 23 corresponds to the 50th percentile for First Grade students taking the test. The overall mean for the normative group of 101 students is 25.8.

## Analysis of Results for Elementary Spanish Reading Tests, Grades 2-5: Prueba de Lectura, Level 2, Forms C and D (L-2-CES, L-2-DES)

Students in bilingual classes in grades 2 through 5 were administered Level 2, Form C of the Prueba de Lectura as a pre-test in October, 1973, and Level 2, Form D as a post-test in April, 1974. Analysis of the data obtained are reported here for the total scores only, separately for each grade. The basic analysis of the data consisted of a series of repeated measures analyses of variance, allowing comparison among the four schools (group effects), between pre-and post-tests (trials effects), as well as analysis of differential pre-post gains among schools (groups by trials interaction). These analyses are reported in Tables 2 through 5.

### Discussion of results for 2nd grade

As indicated in Table 2, average gains for all four schools were positive and substantial, ranging from 4.91 at Allison to 9.27 at Palm. The overall gain of 7.05 is statistically significant at well beyond normally acceptable levels of probability. That is, it is safe to conclude that the observed differences between pre and post test scores represent a real gain. There were also significant differences among the four schools, inspection of the top part of Table 2 revealing that scores were about the same for Govalle, Metz, and Palm schools, but were considerably lower on both pre and post tests at Allison. The lack of a significant Groups by Trials interaction indicates that there was no differential in gain among the four schools. In other words, it cannot be concluded that students in any one school actually gained more than did students in any other school.

Another way of looking at these scores is in relation to published norms for the test. As indicated above in the description of the Prueba de Lectura, some limited standardization data are available from a project conducted in California in the spring of 1970. Although that study did not result in the production of extensive conversion Tables for converting raw test scores into percentile or grade equivalents some interesting comparisons can be made with mean scores of children in the standardization sample. These scores are indicated in Table 2, just below the mean scores for this years' project students.

It can be seen from these data that the pre-test mean of 25.01 for project second graders was considerably below the mean of 32.2 for second graders in the California sample who took the same form (CES) of the test, while the post-test mean of 32.06 was slightly above the mean of 29.8 for the standardization sample of 2nd graders taking Form DES. Moreover, the post-test mean for project students was essentially equal to that for third grade students in the California study who took the same form of the test, and the average gain of 7.05 was greater than the difference between second and third grade students in the standardization sample on both forms of the test.

## Table 2

### Mean Pre and Post Test Prueba de Lectura
### Total Scores of Second Grade Students In Bilingual Classes

| School | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|
| **Allison** | 42 | 21.38 | 26.29 | 4.91 |
| **Govalle** | 37 | 26.78 | 32.32 | 5.54 |
| **Metz** | 36 | 26.67 | 35.94 | 9.27 |
| **Palm** | 41 | 25.66 | 34.34 | 8.68 |
| **Total** | 156 | 25.01 | 32.06 | 7.05 |

**Mean Scores of Students in Standardization Sample**

| Grade | Form | |
|---|---|---|
| | CES | DES |
| 2 | 32.2 | 29.8 |
| 3 | 35.8 | 31.5 |

**Analysis of Variance**

| Source | Mean Square | df | F-Ratio | P |
|---|---|---|---|---|
| Total | 117.66 | 311 | | |
| Between | 153.03 | 155 | | |
| Groups (School) | 887.46 | 3 | 6.406 | <.001 |
| Error (Groups) | 138.46 | 152 | | |
| Within | 82.51 | 156 | | |
| Trials | 3885.26 | 1 | 67.853 | <.0001 |
| Groups X Trials | 94.26 | 3 | 1.646 | > .10 |
| Error (Trials) | 57.26 | 152 | | |

Although definitive conclusions cannot be drawn because the data are not strictly comparable (the tests for project students were given in October and May while those for the standardization sample were all given at the same time of year) it can reasonably be argued that, since the average gain for these project students was greater than the difference between second and third grade students in the normative study, and since post-test performance of these second grade students did exceed the performance of the normative second graders taking the same form, project students this year probably performed better than would be expected on the basis of the published test norms.

## Discussion of results for 3rd grade

As indicated in Table 3 average gains for third grade students in all four schools were positive, the average gain of 9.41 over all schools being statistically significant beyond the .0001 level of probability, allowing us to conclude that there were, in fact, real gains. In contrast to the results for second grade, however, for third grade there were significant differences in the amount of gain observed among the four schools. Referring to the Average Gain figures reported in Table 3, it can be seen that the average gain at Allison was somewhat smaller than that at Govalle and Metz, while the average gain for students at Palm was considerably larger than that for the other three schools.

Even though the average gain was relatively small at Allison, it should be pointed out that the post-test mean for Allison was still rather high in relation to the other schools. The average post-test score for this group was also considerably above the mean score for third grade students in the standardization sample.

The scores for Palm are rather difficult to account for. It is true that only 28 students at Palm had valid scores on the post-test, while 43 students took the pre-test. Thus there are 15 students at Palm who are not accounted for, considerably more than at the other three schools. It is possible that there was some biased selection factor operating here, such that only the highest achieving students took the post-test, thus causing an unrealistically high mean score. But even if the missing 15 students were counted as zero scores, the post-test mean for Palm would still be slightly greater than 40, still higher than the pre-test means for the other three schools. Thus, although the post-test performance and average gains for Palm students may be falsely inflated, it still appears likely that gains for students at Palm were substantial.

## Discussion of results for fourth grade

Results for fourth grade are presented in Table 4. In this case, there is even more variability among the four schools, even though the average gain over all four schools is about the same. As was the case with the third grade data, there was a relatively small gain at Allison in comparison ~~to~~ the other three schools, but the actual post-test performance was relatively high.

## Mean Pre and Post Test Prueba de Lectura Total Scores of Third Grade Students in Bilingual Classes

| School | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|
| **Allison** | 34 | 35.09 | 38.03 | 2.94 |
| **Govalle** | 34 | 26.26 | 33.50 | 7.24 |
| **Metz** | 46 | 31.30 | 37.83 | 6.53 |
| **Palm** | 28 | 36.89 | 61.57 | 24.68 |
| **Total** | 142 | 32.11 | 41.52 | 9.41 |

**Mean Scores of Students in Standardization Sample**

| | Form | |
|---|---|---|
| Grade | CES | DES |
| 2 | 32.2 | 29.8 |
| 3 | 35.8 | 31.5 |

**Analysis of Variance**

| Source | Mean Square | df | F-Ratio | P |
|---|---|---|---|---|
| **Total** | 249.69 | 283 | | |
| **Between** | 364.07 | 141 | | |
| **Groups (School)** | 4124.23 | 3 | 14.608 | <.0001 |
| **Error (Groups)** | 282.33 | 138 | | |
| **Within** | 136.11 | 142 | | |
| **Trials** | 6294.26 | 1 | 98.865 | <.0001 |
| **Groups X Trials** | 1415.82 | 3 | 22.238 | <.0001 |
| **Error (Trials)** | 63.67 | 138 | | |

## Table 4

### Mean Pre and Post Test Prueba de Lectura Total Scores of Fourth Grade Students in Bilingual Classes

| School | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|
| Allison | 44 | 41.09 | 43.07 | 1.98 |
| Govalle | 34 | 16.50 | 29.47 | 12.97 |
| Metz | 19 | 28.26 | 32.84 | 4.58 |
| Palm | 21 | 32.48 | 47.52 | 15.04 |
| Total | 118 | 30.41 | 38.30 | 7.89 |

### Mean Scores of Students in Standardization Sample

| Grade | Form | |
|---|---|---|
| | CES | DES |
| 2 | 32.2 | 29.8 |
| 3 | 35.8 | 31.5 |

**Analysis of Variance**

| Source | Mean Square | df | F-Ratio | P |
|---|---|---|---|---|
| Total | 316.57 | 235 | | |
| Between | 527.56 | 117 | | |
| Groups (School) | 5309.66 | 3 | 13.218 | < .0001 |
| Error (Groups) | 401.71 | 114 | | |
| Within | 107.37 | 118 | | |
| Trials | 3672.72 | 1 | 58.584 | < .0001 |
| Groups X Trials | 616.67 | 3 | 9.837 | < .0001 |
| Error (Trials) | 62.69 | 114 | | |

Also as in third grade, fourth grade gains at Palm were appreciably higher than at the other schools. In this case, however, data were available on the complete group of students for both pre and post test, so that there is no possibility of spurious inflation of post-test scores due to differential selection of students. It appears, then, that gains in Spanish reading achievement in fourth grade were rather school-specific, with substantial gains made by students at Govalle and Palm, slight gains by students at Metz, and relatively little gains by students at Allison.

## Discussion of results for fifth grade

In fifth grade, results varied more by school than in any other grade, as indicated in Table 5. The negative gain at Allison and the small gain at Govalle are easily accounted for in that very little emphasis was placed on Spanish instruction in fifth grade at these two schools. The very large gain at Metz is much less easily accounted for in that there also was very little Spanish instruction in fifth grade at Metz, and that the gain could not be accounted for in terms of selection of only high achieving students to take the post-test.

## Comparisons between bilingual and team classrooms

One of the major decision questions identified for this evaluation regards the relative value of having teachers who are bilingual team with teachers who are monolingual in order to provide some Spanish instruction to children in a class other than their own. This situation came about because of a lack of sufficient bilingual teachers to provide every bilingual student with instruction in Spanish. Consequently, the strategy was adopted of having two teachers, one bilingual, one monolingual, team up and share two classrooms so that the bilingual teacher actually taught two classrooms of students in Spanish. The decision question to be addressed concerns whether or not this arrangement proved to be beneficial and should be continued. To provide some information relevant to this question, additional analyses on the Spanish reading test scores were performed. These analyses consisted of a series of two-between, one-within analyses of variance to determine the effects of being in a bilingual or a team taught class on Spanish reading achievement. Results of these analyses are reported in Tables 6 through 9.

As indicated in Table 6, there were differences between bilingual and team classrooms in second grade. Overall, the average score for students in the bilingual classrooms was three to four points higher on both pre- and post-tests. However, the average gain was about the same for both groups. Thus it appears that students in the bilingual classrooms in the second grade gained about the same in Spanish reading as did students in the team classrooms.

Results for third grade are reported in Table 7. In third grade the team arrangement appeared to be very beneficial, in that gains for students in the team classrooms were actually greater than for students in the bilingual classrooms.

## Table 5

## Mean Pre and Post Test Prueba de Lectura Total Scores of Fifth Grade Students in Bilingual Classes

| School | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|
| **Allison** | 36 | 45.33 | 40.89 | -4.44 |
| **Govalle** | 19 | 37.68 | 39.95 | 2.27 |
| **Metz** | 33 | 30.45 | 70.48 | 40.03 |
| **Palm** | 39 | 49.54 | 57.49 | 7.95 |
| **Total** | 127 | 41.61 | 53.54 | 21.93 |

**Mean Scores of Students in Standardization Sample**

| Grade | Form | |
|---|---|---|
| | CES | DES |
| 2 | 32.2 | 29.8 |
| 3 | 35.8 | 31.5 |

**Analysis of Variance**

| Source | Mean Square | df | F-Ratio | P |
|---|---|---|---|---|
| **Total** | 428.25 | 253 | | |
| **Between** | 557.72 | 126 | | |
| Groups (School) | 2551.11 | 3 | 5.011 | < .01 |
| Error (Groups) | 509.10 | 123 | | |
| **Within** | 299.79 | 127 | | |
| Trials | 9024.39 | 1 | 111.036 | < .0001 |
| **Groups X Trials** | 6350.63 | 1 | 78.138 | < .0001 |
| Error (Trials) | | | | |

## Table 6

### Comparison Between Bilingual and Team Classrooms in Second Grade

| School | Class Type | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|---|
| Allison | Bilingual | 24 | 22.86 | 26.81 | 3.95 |
| Allison | Team | 25 | 19.90 | 25.76 | 5.86 |
| Govalle | Bilingual | 22 | 26.52 | 33.86 | 7.34 |
| Govalle | Team | 20 | 27.12 | 30.31 | 3.91 |
| Palm | Bilingual | 23 | 30.38 | 39.56 | 9.18 |
| Palm | Team | 23 | 23.7 | 33.05 | 9.35 |

### Overall Means for Bilingual & Team Classrooms

| Class Type | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|
| Bilingual | 26.59 | 33.41 | 6.82 |
| Team | 23.58 | 29.71 | 6.13 |

## Table 7

### Comparison Between Bilingual and Team Classrooms in Third Grade

| School | Class Type | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|---|
| Allison | Bilingual | 15 | 36.20 | 43.00 | 6.80 |
| Allison | Team | 19 | 34.21 | 34.11 | -0.10 |
| Govalle | Bilingual | 18 | 32.06 | 30.17 | -1.89 |
| Govalle | Team | 16 | 19.75 | 37.25 | 17.50 |
| Metz | Bilingual | 25 | 31.56 | 38.68 | 7.12 |
| Metz | Team | 21 | 31.00 | 36.81 | 5.81 |
| Palm | Bilingual | 19 | 43.63 | 66.68 | 23.05 |
| Palm | Team | 9 | 22.67 | 50.78 | 28.11 |

### Overall Means for Bilingual and Team Classrooms

| Class Type | Pre-test Mean | Post-Test Mean | Average Gain |
|---|---|---|---|
| Bilingual | 35.86 | 44.63 | 8.77 |
| Team | 26.91 | 39.74 | 12.83 |

It should be noted, however, that both pre and post-test performance in the team classrooms were still lower than pre and post-test performance in the bilingual classrooms.

In fourth grade, the differences also favor the team classrooms, cated in Table 8. However, the meaning of this is not entirely clear, since Spanish reading was not emphasized in fourth grade and no differences should be expected.

The same problem exists in fifth grade, as indicated in Table 9. The data reported for both Allison classes and the Palm bilingual class are just about what would be expected if no Spanish instruction were given; that is, negative or essentially zero gain. The large gain for the team classroom at Palm indicates that the teacher may actually have given some Spanish instruction during the year. At any rate, the data do not support the conclusion that performance of students in the bilingual classrooms was superior to that of students in the team classrooms.

In summary, it appears that the team arrangement for providing Spanish instruction to children who otherwise would not have received it was beneficial. Although students in the bilingual classrooms tended to have higher Spanish reading scores, students in the team classes tended to make greater gains. Thus the Spanish reading achievement data support the conclusion that the team arrangement should be continued.

## Table 8

### Comparison Between Bilingual and Team Classrooms in Fourth Grade

| School | Class Type | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|---|
| Allison | Bilingual | 22 | 53.91 | 52.14 | -1.77 |
| Allison | Team | 22 | 28.27 | 34.00 | 5.73 |
| Govalle | Bilingual | 18 | 13.50 | 26.56 | 13.06 |
| Govalle | Team | 16 | 19.88 | 32.75 | 12.87 |

### Overall Means for Bilingual and Team Classrooms

| Class Type | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|
| Bilingual | 33.70 | 39.35 | 5.65 |
| Team | 24.07 | 33.38 | 9.31 |

Note: Data not available for fourth grade team classes at Metz and Palm

## Table 9

## Comparisons Between Bilingual and Team Classrooms in Fifth Grade

| School | Class Type | N | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|---|---|
| Allison | Bilingual | 19 | 46.79 | 45.11 | -1.68 |
| Allison | Team | 17 | 43.71 | 36.18 | -7.53 |
| Palm | Bilingual | 20 | 56.50 | 57.80 | 1.30 |
| Palm | Team | 19 | 42.21 | 57.16 | 14.95 |

## Overall Means for Bilingual and Team Classrooms

| Class Type | Pre-test Mean | Post-test Mean | Average Gain |
|---|---|---|---|
| Bilingual | 51.64 | 51.45 | -.19 |
| Team | 42.96 | 46.67 | 3.71 |

# APPENDIX T

## INSTRUMENT REPORT

## PRUEBA DE LECTURA, LEVELS 2 AND 3 (SECONDARY)

| | |
|---|---|
| Date/Period of Administration | October, 1973; April, 1974 |
| Population: | Students in Bilingual Classes, Grades 7-12, plus approximately equal number of control students. |
| Administered By: | Bilingual Teachers |
| Data Collected By: | Office of Evaluation Staff |

# DESCRIPTION OF INTERAMERICAN SERIES
## PRUEBA DE LECTURA (SECONDARY)

### Number of administrations of the instrument

Two

### Location of administration

In the classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Although some secondary teachers voiced some of the same objections concerning the high difficulty level and non-local vocabulary of the test as did elementary teachers, problems of this type were generally less severe with the secondary students than with elementary students.

### Training of the administrators

None

### Brief Description of the instrument

The Level 2 test (used with grades 7 and 8) consists of 110 four-choice illustrated items providing measures of Level of Comprehension, Speed of Comprehension, and Vocabulary, as well as a total score. The Level 3 test (used with grades 9-12) consists of 110 four-choice verbal items providing measures of Level of Comprehension, Speed of Comprehension and Vocabulary, plus a total score. Responses to Level 3 items are made on a separate answer sheet.

### Rationale for the instrument

To provide a measure of acquisition of Spanish reading skills for students in bilingual classes who received Spanish instruction.

### Developer of the instrument

Original test was developed by the Committee on Modern Languages of the American Council on Education. Current version of the test was modified from the original by Herschel T. Manuel, and is published by Guidance Testing Associates, Austin, Texas.

### Development of the instrument

The instrument is available in both Spanish and English versions with parallel content. Items were constructed to reflect materials common to both English and Spanish speaking cultures, to use the same illustrations in both languages, and to use the same directions and verbal content.

### Standardization of the instrument

Although the test author recommends that test users develop their own local norms, some standardization data are provided based on a 1970 study of California school children. However, since the tests were used in this study with students much older than those in the normative sample taking the same levels, even these standardization data are not appropriate.

### Reliability and validity of the instrument

Reliability coefficients based on the administration of forms C and D to the same students after a short interval range from .39 to .74 for Level 2 administered to second and third grade students, and from .64 to .90 for Level 3 administered to fifth grade students. No validity data are reported for the Level 2 or 3 tests.

## Appendix T

### Analysis of results for Senior High Spanish instruction: Prueba de Lectura Level 3 (Forms C and D)

To evaluate program effects on Spanish reading achievement at the senior high school, the Prueba de Lectura, Level 3, Form C (L-3-CES) was administered to groups of bilingual and control students as a pretest in November, 1973, and Form D of the same test (1-3-DES) was given as a post-test in May, 1974. The control groups used here are the same as those used in the CAT analysis dicussed in Appendix R and are subject to the same limitations. That is, although attempts were made to insure that the control groups selected were comparable to the bilingual groups, there is no certainty that this was, in fact, the case.

Since the objective relating to this measure was expressed in terms of post-test performance only, the basic analysis consisted of a series of one way analyses of variance with two groups, similar to the analyses performed on the CAT data (See Appendix R). Results of this analysis are reported in Table 1.

As indicated in Table 1, differences between bilingual and control students at Austin High were significant for all three of the Prueba de Lectura subscales as well as for the total score, while differences at Johnston High were not significant on either of the two subscales for which comparisons could be made. It should be noted, however, that although the bilingual and control groups at Johnston High did not differ on this measure, mean post-test scores for the Johnston High bilingual group were slightly, though probably not significantly, higher than the corresponding mean scores for the Austin High bilingual groups. This difference in the results seems to be due to a much higher control group performance at Johnston than at Austin. That is, although bilingual students at Johnston High performed at least as well as did bilingual students at Austin High, the control students at Johnston scored so much higher than their Austin High counterparts that the scores were not significantly lower than those of the bilingual students.

In order to investigate Spanish reading Achievement more fully, a second set of analyses were perfomed to allow inclusion of the pretest scores and investigation of gains in Spanish reading achievement over the course of the project year. The particular analysis performed was a two-between, one-within analysis of variance using the two schools (Austin and Johnston) and the two treatments (bilingual and control) as between-subjects classifications and the repeated test administration (fall and spring) as the within-subjects classification. Because of the missing data on the Level of Comprehension subscale for the control group at Johnston High the analysis could be performed only on the first two subscales. Results are reported in Table 2.

Table 1

Summary of Analysis of Prueba de Lectura Level 3
Post-test Scores at the Two Senior High Schools

Austin High School

| | Bilingual Students | | Control Students | | | |
|---|---|---|---|---|---|---|
| **Variable** | **Mean** | **N** | **Mean** | **N** | **F-ratio** | **P** |
| **Vocabulary** | 18.2 | 41 | 11.0 | 32 | 25.2 | <.0001 |
| **Speed of Comprehension** | 14.0 | 41 | 7.5 | 32 | 27.7 | <.0001 |
| **Level of Comprehension** | 15.8 | 41 | 10.8 | 32 | 12.4 | <.01 |
| **Total** | 48.0 | 41 | 29.4 | 32 | 27.7 | <.01 |

Johnston High School

| | Bilingual Students | | Control Students | | | |
|---|---|---|---|---|---|---|
| **Variable** | **Mean** | **N** | **Mean** | **N** | **F-ratio** | **P** |
| **Vocabulary** | 19.8 | 14 | 17.2 | 8 | .915 | <.10 |
| **Speed of Comprehension** | 16.5 | 14 | 14.0 | 7 | 1.353 | <.10 |
| **Level of Comprehension** | | Insufficient Data | | | | |
| **Total** | | Insufficient Data | | | | |

## Table 2

### Schools by Treatment by Trials Analysis of Variance on Prueba de Lectura Level 3 Data

2a. Means for Vocabulary Scale

| School | Group | N | Fall | Spring | Average Gain |
|---|---|---|---|---|---|
| Austin | Bilingual | 41 | 15.39 | 18.20 | +2.81 |
| | Control | 32 | 11.84 | 11.03 | -.81 |
| Johnston | Bilingual | 14 | 18.00 | 19.79 | +1.79 |
| | Control | 8 | 18.75 | 17.25 | -1.50 |

| Analysis of Variance Source | Mean Square | Degrees of Freedom | F-Ratio | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 595.408 | 1 | 10.030 | <.01 |
| Treatment | 309.741 | 1 | 5.218 | <.05 |
| Schools by Treatment | 157.991 | 1 | 2.662 | <.10 |
| Error (Between) | 59.362 | 91 | | |
| (Within-Subjects Variance) | | | | |
| Trials | 10.294 | 1 | 1.088 | <.10 |
| Schools by Trials | 5.778 | 1 | .611 | <.10 |
| Treatment by Trials | 94.523 | 1 | 9.992 | <.01 |
| Schools by Treatment by Trials | .218 | 1 | .023 | <.10 |
| Error (Within) | 9.460 | 91 | | |

2b. **Mean for Speed of Comprehension Scale**

| School | Group | N | Fall | Spring | Average Gain |
|---|---|---|---|---|---|
| Austin | Bilingual | 41 | 12.59 | 14.00 | 1.41 |
| | Control | 32 | 7.97 | 7.53 | -.44 |
| Johnston | Bilingual | 14 | 15.21 | 16.50 | 1.29 |
| | Control | 8 | 14.38 | 12.25 | -2.13 |

**Analysis of Variance**

| Source | Mean Square | Degrees of Freedom | F-Ratio | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 524.043 | 1 | 14.542 | < .001 |
| Treatment | 518.944 | 1 | 14.400 | < .001 |
| Schools by Treatment | 71.316 | 1 | 1.979 | > .10 |
| Error (Between) | 36.037 | 91 | | |
| Within-Subjects Variance) | | | | |
| Trials | .038 | 1 | .005 | > .10 |
| Schools by Trials | 6.545 | 1 | .813 | > .10 |
| Treatment by Trials | 54.941 | 1 | 6.823 | < .05 |
| School by Treatment by Trials | 4.818 | 1 | .598 | > .10 |
| Error (Within) | 8.053 | 91 | | |

Since the results for both subscales reported here are essentially the same, they will be discussed as one. In both cases, the Schools and Treatment main effects, and the Treatment by Trials interactions were statistically significant. That is, when the bilingual and control classes are combined over both trials, the overall mean Spanish Reading score was significantly higher for students at Johnston High than for students at Austin High. Combining schools over trials, bilingual students have significantly higher scores than do control students. The significant Treatment by Trials interaction indicates that the difference between bilingual and control students was not the same on the post-test as it was on the pre-test. That is, the average difference between bilingual and control students was much greater on the post-test than on the pre-test, indicating that bilingual students gained significantly more in Spanish reading achievement than did the control students. This is further exemplified in the Average Gain figures reported in Table 1, indicating, for both subscales, positive gains for bilingual students and slight negative gains for control students. Thus, it can be concluded that the project did have positive effects on Spanish reading achievement.

## Analysis of Results for Junior High School Spanish instruction: Prueba de Lectura, Level 2 (Forms C and D)

In a manner similar to that done with the senior high schools, the *Prueba de Lectura*, Level 2, Form C was administered to classes of junior high school bilingual and control students as a pretest, and Level 2, Form D was given as a post-test. The control groups used here were the same as those used in the CAT, Level 4 analysis discussed in Appendix R.

Basic analysis of the post-test data was by means of a series of one-way analyses of variance comparing bilingual and control groups in each combination of school and grade. These analyses are reported in Table 3. It should be noted that there were no bilingual classes in the 7th grade at Martin Junior High School; hence data for Martin are reported only for 8th grade.

It can readily be seen from Table 3 that post-test differences between bilingual and control students were slight, statistical significance occurring in only one of the 12 comparisons (Speed of Comprehension at Martin). Thus the objective as stated was not met and there would appear to have been no appreciable program effects on Spanish reading achievement.

Also in a manner similar to that done with the senior high school data, a schools by treatments by trials analysis of variance was performed on these data. The results of this analysis are reported in Table 4. Unlike the data reported from the two senior high schools, these results were not at all consistent across subscales. There were, however, a few general trends that can be noted.

## Table 3

## Summary of Analysis of Prueba de Lectura Level 2 Post-test Scores at the Two Junior High Schools

Allan Junior High School - 7th Grade

| Variable | Bilingual Students | | Control Students | | F-ratio | P |
|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | | |
| Level of Comprehension | 30.4 | 30 | 31.1 | 11 | .051 | >.10 |
| Speed of Comprehension | 21.4 | 30 | 24.1 | 11 | .760 | >.10 |
| Vocabulary | 15.0 | 30 | 14.8 | 11 | .004 | >.10 |
| Total | 66.8 | 30 | 70.0 | 11 | .201 | >.10 |

Allan Junior High School - 8th Grade

| Variable | Bilingual Students | | Control Students | | F-ratio | P |
|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | | |
| Level of Comprehension | 27.1 | 29 | 22.3 | 15 | 1.557 | >.10 |
| Speed of Comprehension | 20.1 | 29 | 18.9 | 15 | .181 | >.10 |
| Vocabulary | 17.2 | 29 | 14.7 | 15 | .900 | >.10 |
| Total | 64.4 | 29 | 55.9 | 15 | .949 | >.10 |

Martin Junior High School - 8th Grade

| Variable | Bilingual Students | | Control Students | | F-ratio | P |
|---|---|---|---|---|---|---|
| | Mean | N | Mean | N | | |
| Level of Comprehension | 32.3 | 47 | 31.0 | 23 | .497 | >.10 |
| Speed of Comprehension | 9.9 | 47 | 7.1 | 23 | 3.506 | <.10 |
| Vocabulary | 27.7 | 47 | 25.5 | 23 | 1.554 | >.10 |
| Total | 70.0 | 47 | 63.7 | 23 | 2.14 | >.10 |

First, there were significant overall pre-post gains indicated for Level of Comprehension, Speed of Comprehension, and Total scores. There was, however, a significant decrease in scores on the Vocabulary scale. Second, consistent with the lack of differences between bilingual and control groups reported earlier, only one comparison involving bilingual versus control groups proved significant. This was on the Vocabulary scale, indicating somewhat higher performance for bilingual than for control students. Thus it appears that the conclusion of failure to achieve the level of attainment specified in the objective is supported. There were significant gains, but they were no greater for students in the bilingual program than for control students.

## Table 4

## SCHOOL AND GRADE BY TREATMENT BY TRIALS ANALYSIS OF VARIANCE ON "PRUEBA DE LECTURA", LEVEL 2, JUNIOR HIGH SCHOOL DATA

### 4a. LEVEL OF COMPREHENSION

| SCHOOL | GROUP | N | FALL | SPRING | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allan - 7th. | Bilingual | 30 | 27.50 | 30.40 | 2.90 |
| | Control | 11 | 26.18 | 31.09 | 4.91 |
| Allan - 8th. | Bilingual | 29 | 27.07 | 27.10 | .03 |
| | Control | 15 | 26.00 | 22.33 | -3.67 |
| Martin-8th. | Bilingual | 47 | 30.19 | 32.32 | 2.13 |
| | Control | 23 | 29.22 | 31.04 | 1.72 |

ANALYSIS OF VARIANCE

| SOURCE | MEAN SQUARE | DEGREES OF FREEDOM | F-RATIO | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 541.877 | 2 | 3.064 | <.05 |
| Treatment | 130.918 | 1 | .740 | >.10 |
| Schools by Treatment | 36.773 | 2 | .208 | >.10 |
| Error (Between) | 176.881 | 149 | | |
| (Within Subjects Variance) | | | | |
| Trials | 113.921 | 1 | 4.124 | <.05 |
| Schools by Trials | 175.181 | 2 | 6.341 | <.01 |
| Treatment by Trials | 6.849 | 1 | .248 | >.10 |
| Schools by Treatment by Trials | 42.654 | 2 | 1.544 | >.10 |
| Error (Within) | 27.626 | 149 | | |

### 4b. SPEED OF COMPREHENSION

| SCHOOL | GROUP | N | FALL | SPRING | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allan - 7th. | Bilingual | 30 | 8.73 | 21.40 | 12.67 |
| | Control | 11 | 8.18 | 24.09 | 15.91 |
| Allan - 8th. | Bilingual | 29 | 4.62 | 20.10 | 15.48 |
| | Control | 15 | 3.27 | 18.87 | 15.60 |
| Martin - 8th. | Bilingual | 47 | 10.74 | 9.91 | -.83 |
| | Control | 23 | 7.70 | 7.09 | -.61 |

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | DEGREES OF FREEDOM | F-RATIO | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 947.037 | 2 | 17.482 | <.01 |
| Treatment | 69.014 | 1 | 1.274 | >.10 |
| Schools by Treatment | 83.954 | 2 | 1.550 | >.10 |
| Error (Between) | 54.173 | 149 | | |
| (Within-Subjects Variance) | | | | |
| Trials | 5841.135 | 1 | 203.193 | <.01 |
| Schools by Trials | 1692.912 | 2 | 58.891 | <.01 |
| Treatment by Trials | 22.095 | 1 | .769 | >.10 |
| Schools by Treatment by Trials | 16.290 | 2 | .567 | >.10 |
| Error (Within) | 28.747 | 149 | | |

### 4c. VOCABULARY

| SCHOOL | GROUP | N | FALL | SPRING | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allan - 7th. | Bilingual | 30 | 21.97 | 14.97 | -7.00 |
| | Control | 11 | 20.91 | 14.82 | -6.09 |
| Allan - 8th. | Bilingual | 29 | 21.66 | 17.17 | -4.49 |
| | Control | 15 | 16.87 | 14.67 | -2.20 |
| Martin - 8th. | Bilingual | 47 | 27.43 | 27.74 | .31 |
| | Control | 23 | 25.78 | 25.52 | -.26 |

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | DEGREES OF FREEDOM | F-RATIO | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 2113.471 | 2 | 23.363 | <.01 |
| Treatment | 263.526 | 1 | 2.913 | >.10 |
| Schools by Treatment | 48.161 | 2 | .532 | >.10 |
| Error (Between) | | | | |
| (Within-Subjects Variance) | | | | |
| Trials | 669.828 | 1 | 23.332 | <.01 |
| Schools by Trials | 223.514 | 2 | 7.786 | <.01 |
| Treatment by Trials | 11.756 | 1 | .409 | >.10 |
| Schools by Treatment by Trials | 10.598 | 2 | .369 | >.10 |
| Error (Within) | 28.709 | 149 | | |

4d. TOTAL SCORE

| SCHOOL | GROUP | N | FALL | SPRING | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allan - 7th. | Bilingual | 30 | 58.20 | 66.77 | 8.57 |
| | Control | 11 | 55.27 | 70.00 | 14.73 |
| Allan - 8th. | Bilingual | 29 | 53.34 | 64.38 | 11.04 |
| | Control | 15 | 46.13 | 55.87 | 9.74 |
| Martin - 8th. | Bilingual | 47 | 68.36 | 69.98 | 1.62 |
| | Control | 23 | 62.70 | 63.65 | .95 |

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | DEGREES OF FREEDOM | F-RATIO | P |
|---|---|---|---|---|
| (Between-Subjects Variance) | | | | |
| Schools | 2724.244 | 2 | 3.699 | <.05 |
| Treatment | 1294.768 | 1 | 1.758 | >.10 |
| Schools by Treatment | 363.737 | 2 | .494 | >.10 |
| Error (Between) | 736.526 | 149 | | |
| (Within-Subject Variance) | | | | |
| Trials | 3747.847 | 1 | 29.916 | <.01 |
| Schools by Trials | 660.655 | 2 | 5.273 | <.01 |
| Treatment by Trials | 30.383 | 1 | .243 | >.10 |
| Schools by Treatment by Trials | 88.417 | 2 | .706 | >.10 |
| Error (Within) | 125.280 | 149 | | |

# APPENDIX U

## INSTRUMENT REPORT

## SEDL VOCABULARY TEST (SECONDARY)

| | |
|---|---|
| Date/Period of Administration: | October, 1973; April, 1974 |
| Population: | Randomly Selected Sample of 15% of secondary students (grades 7-12). |
| Administered By: | Secondary Teachers |
| Data Collected By: | Office of Evaluation Staff |

## DESCRIPTION OF SEDL VOCABULARY TEST

### Number of administrations of the instrument

Two

### Location of administration

In the classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

There is some question about content validity of the test in relation to proposed project activities. The test seems more a general vocabulary test than a measure of vocabulary learned through Bilingual/Bicultural activities.

### Training of the administrators

None

### Brief description of the instrument

Two fifty item, four choice, objective vocabulary tests. Form A and B of both tests consist of the same items in different order.

### Rationale for the instrument

To test for vocabulary acquisition from increased experience background of secondary students.

### Developer of the instrument

Southwest Educational Development Laboratory, under contract from Austin Independent School District and ESAA Bilingual/Bicultural Project.

### Development of the instrument

Austin Independent School District outlined proposed activities, SEDL selected representative vocabulary words and wrote items to test a sample of these.

### Standardization of the instrument

Administration procedures were standardized, no norms are available.

### Reliability and validity of the instrument

Alpha coefficients (Kuder-Richardson Formula 20) were .87 for Form A and .93 for Form B of the Jr. High School test; and .93 for Form A and .91 for Form B of the Sr. High test. These figures represent a high degree of internal consistency. No validity data are available.

## APPENDIX U

### Analysis of Results for Secondary Vocabulary Test

To evaluate the effects of Project activities on secondary students' vocabulary, a specially designed vocabulary test was administered twice during the year in each of the four secondary schools. Samples of approximately 15% of the students in each school were tested in October, 1973 and again in late April and early May, 1974. In order to ensure that the students tested were representative of the school as a whole, the samples were selected by class in courses required of all students (e.g., English, Social Studies). The differences between pre- and post-tests averages were examined by means of t-tests. Although there was some overlap in the pre- and post-test samples (i.e., some students took the test both times), it was not possible to match pre- and post-test scores for individuals, so that the t-test procedure for independent samples was used. Results of these analyses are reported in Table 1 below.

On the surface, the results given here appear to indicate program effectiveness in three of the four schools. Two things are worthy of note, however; the first is the large apparent difference between the scores obtained from Austing High and those from the other three schools. On the average, scores from Austin High were about 10 points higher than those from the other three schools, which were all about the same. This difference primarily reflects the difference in overall socioeconomic status of the student populations. While Allan, Martin and Johnston are composed of students predominantly from low-income, minority group families, the Austin High population consists of students from families of quite varied incomes ranging from very high to very low. Thus, the difference between Austin High and the other three schools does not necessarily indicate that the program was more effective there than at the other schools, but simply that the student population of Austin High is different from the student population of the other schools.

The second point is that, although post-test scores were significantly higher than pre-test scores in three of the four schools, the absolute differences were rather small. Especially at Austin High, the difference of 1.41, though statistically significant due to the large sample size, is so small as to represent little, if any real gain. Considering, too, that it is normal for junior and senior high school students to increase their vocabularies as a function of normal school and life routines, there may be some serious questions as to whether these differences can rightfully be attributed to the Bilingual/Bicultural Project. Since many of the processes connected to this particular outcome objective were implemented only partially or not at all, it would seem highly likely that the observed differences are due to some cause other than the Bilingual/Bicultural Project.

## Table 1

## T-TESTS ON SECONDARY VOCABULARY TEST DATA

### Allan Junior High

| | PRE-TEST | POST-TEST | t | P |
|---|---|---|---|---|
| Mean | 27.78 | 27.86 | 0.06 | $>.10$ |
| Standard Deviation | 8.37 | 9.84 | | |
| Number of Students | 99 | 85 | | |

### Martin Junior High

| | PRE-TEST | POST-TEST | t | P |
|---|---|---|---|---|
| Mean | 29.28 | 32.81 | 3.61 | $<.005$ |
| Standard Deviation | 8.40 | 7.57 | | |
| Number of Students | 130 | 113 | | |

### Austin High

| | PRE-TEST | POST-TEST | t | P |
|---|---|---|---|---|
| Mean | 39.02 | 40.43 | 1.88 | $<.10$ |
| Standard Deviation | 8.44 | 8.63 | | |
| Number of Students | 298 | 226 | | |

### Johnston High

| | PRE-TEST | POST-TEST | t | P |
|---|---|---|---|---|
| Mean | 28.23 | 33.95 | 7.77 | $<.001$ |
| Standard Deviation | 8.72 | 7.93 | | |
| Number of Students | 284 | 237 | | |

# APPENDIX V

## INSTRUMENT REPORT

## PRIMARY SELF-CONCEPT TEST

| | |
|---|---|
| Date/Period of Administration: | October, 1973; May, 1974 |
| Population: | All Students in Project Elementary Schools (Grades K-2) |
| Administered By: | Classroom Teachers |
| Data Collected By: | Office of Evaluation Staff |

## DESCRIPTION OF PRIMARY SELF-CONCEPT INVENTORY

### Number of administrations of the instrument

Two for each project student in grades K-2, once in October and once in April.

### Location of administration

In the classrooms

### Problems with the measure or with the administration which might affect the validity of the measure

Due to lack of special training, the test administrations in different classes may have been conducted in differing situations. There is, however, no documentation regarding whether or not different administration conditions actually occurred.

### Training of the administrators

None

### Brief description of the instrument

The test consists of two warm-up items and 18 scored items. Each item consists of a drawing depicting at least one child in a positive role and at least one child in a negative role. The child is told a simple story about each illustration and is asked to draw a circle around the person most like himself.

### Rationale for the instrument

The test was designed to provide an economical procedure for evaluating several aspects of self-concept relevant to school success. The test developers feel that it is essential, if adequate learning is to occur, that children with negative feelings of self-worth be identified early so that remediation can be provided.

### Developer of the instrument

Douglas C. Muller and Robert Leonetti

### Development of the instrument

The current instrument is a revision of an earlier version, based on factor analysis of intercorrelations among items. Scores are derived for 6 distinct factors.

### Standardization of the instrument

Rigorous standardization data are not currently available. Some normative information is reported for the earlier version of the test, based on scores of Mexican-American students in Las Cruces, New Mexico.

### Reliability and validity of the instrument

A test-retest reliability coefficient of .91 for total scores was reported in the test manual. Construct validity of the test is claimed on the basis of factor stability across diferent samples of students. Content validity is claimed on the basis of written reviews by 4 faculty measures of a southwestern university. No correlations of the test with any other test are reported.

# Appendix V

## Analysis of Results of Primary Self-Concept Inventory, Grades K-2.

In order to assess the effects of the ESAA Bilingual/Bicultural project on self-concept of Kindergarten through second grade students, the Primary Self-Concept Inventory was administered to all K-2 students in the four project elementary schools as a pre-test in October, 1973, and as a post-test in May, 1974. A series of two-between, one-within classification analyses of variance were then performed on students' test scores, one analysis done separately for each grade. These analyses allow for the determination of the reliability of observed differences in scores among schools, between students receiving bilingual instruction and those receiving monolingual English instruction, as well as the differences between pre-and post-test.

## Discussion of kindergarten results.

Average pre-and post-test scores and results of the analysis of variance are reported in Table 1. These results are rather straightforward. The only significant variation in scores was that between pre and post testing. In other words, while the differences among schools and between bilingual and monolingual students are so slight that they cannot be considered as representing true differences, the overall difference between pre-and post-test scores is sufficiently large to merit the conclusion that the overall gain of 1.48 points represents a real gain. There may still be some question as to whether the gains are due to the project itself or to a simple maturation process which would have resulted in gains even if there had been no program. Without an appropriate comparison group of students who are comparable to these in all respects except for the project it is impossible to resolve this question conclusively. It remains, however, that the overall increase in self-concept as measured by this instrument is relatively large and represents some real improvement, whatever the cause.

## Discussion of first grade results

Results for first grade are somewhat more complicated and difficult to interpret than those for kindergarten, as indicated in Table 2. The overall difference between pre-and post-test scores is statistically significant, indicating some general improvement of self-concept. There are, however, some marginal indications that relationships among the observed differences are rather complex. First, it should be noted that while differences between bilingual and monolingual students were very slight on the average, the actual size and direction of those differences vary from one school to another. At Allison and Palm, scores for monolingual students tended to be higher than those of bilingual students, while at Govalle and Metz the reverse was true.

## Table 1

### Analysis of Kindergarten Primary Self-Concept Inventory Total Scores

Means for all groups

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 54 | 11.70 | 12.96 | 1.26 |
| Allison | Monolingual | 18 | 11.89 | 13.83 | 1.94 |
| Govalle | Bilingual | 35 | 11.57 | 13.83 | 2.26 |
| Govalle | Monolingual | 32 | 12.28 | 12.97 | .69 |
| Metz | Bilingual | 18 | 12.33 | 13.56 | 1.23 |
| Metz | Monolingual | 33 | 11.58 | 13.09 | 1.51 |
|  | Total Group * | 190 | 11.89 | 13.37 | 1.48 |

* There was no monolingual kindergarten class at Palm

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | .12 | 2 | .01 | $> .10$ |
| Class Type | .23 | 1 | .02 | $> .10$ |
| Schools by Class Type | 8.86 | 2 | .83 | $> .10$ |
| Error (Between) | 10.65 | 184 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | 179.65 | 1 | 37.01 | $< .0001$ |
| Schools by Trials | ,37 | 2 | .08 | $> .10$ |
| Class Type by Trials | .80 | 1 | .16 | $> .10$ |
| Schools by Class Type by Trials | 9.91 | 2 | 2.04 | $> .10$ |
| Error (Within) | 4.85 | 184 |  |  |

## Table 2

## Analysis of First Grade Primary Self-Concept Inventory Total Scores

Means for all groups

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 92 | 12.76 | 13.43 | .67 |
| Allison | Monolingual | 19 | 13.42 | 13.63 | .21 |
| Govalle | Bilingual | 52 | 12.67 | 14.08 | 1.41 |
| Govalle | Monolingual | 38 | 12.24 | 12.79 | .55 |
| Metz | Bilingual | 36 | 14.11 | 13.72 | -.39 |
| Metz | Monolingual | 48 | 12.94 | 13.75 | .81 |
| Palm | Bilingual | 41 | 12.41 | 13.10 | .69 |
| Palm | Monolingual | 18 | 12.83 | 14.44 | 1.61 |
|  | Total Group | 344 | 12.92 | 13.62 | .70 |

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | 10.91 | 3 | 1.14 | >.10 |
| Class Type | .13 | 1 | .01 | >.10 |
| Schools by Class Type | 22.78 | 3 | 2.37 | <.10 |
| Error (Between) | 9.61 | 336 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | 65.02 | 1 | 16.36 | <.001 |
| Schools by Trials | 6.53 | 3 | 1.64 | >.10 |
| Class Type by Trials | 1.40 | 1 | .35 | >.10 |
| Schools by Class Type by Trials | 8.64 | 3 | 2.17 | <.10 |
| Error (Within) | 3.97 | 336 |  |  |

At an even more complex level, there was some indication that pre-post gains varied considerably according to specific combinations of school and class type. At Allison there was a substantial gain for bilingual students in contrast to a small gain for monolingual students; at Govalle there was a large gain for bilingual students coupled with a smaller, but still substantial gain for monolingual students; at Metz there was actually a loss for bilingual students and a substantial gain for monolingual students; and at Palm there was a substantial gain for bilingual students but an even larger gain for monolingual students. These large and non-systematic variations are extremely difficult to account for, since they do not indicate any general tendencies for results at one school to be better or worse than results at any other school, or for scores of bilingual students to be higher or lower than those of monolingual students. Since the results do appear to be associated with rather specific combinations of school and class type, it seems reasonable to conclude that whatever effects on self-concept existed were much more dependent on factors associated with these specific combinations than on any generalized effect of the program.

Discussion of second grade results

Results for second grade are reported in Table 3. As was the case in first grade, the second grade results indicate some complex interrelationships which are not easily interpretable. Unlike kindergarten and first grades, in second grade there was some significant variation among schools. While scores for Allison, Govalle, and Metz averaged about the same, scores for Palm students were consistently lower. Further complicating the picture is the observation that differences between bilingual and monolingual students were not consistent across the four schools. At Allison and Govalle, scores tended to be higher for bilingual than for monolingual students, at Metz they were about the same, while at Palm the scores were lower for bilingual students than for monolingual students.

The absence of a significant overall pre-post difference is somewhat misleading in this instance, because it tends to cover up the fact that there were both gains and losses in different combinations of school and class type that balanced out to result in a net lack of difference. In other words, the situation is similar to that reported above for first grade, where gains followed no general pattern but were highly specific to given combinations of school and class type. In this case there were both gains and losses which, when averaged over schools and class type, resulted in a net gain of zero for the second grade as a whole. There was a general tendency for a differential pre-post change between students in bilingual and monolingual classes. That is, while there was a substantial average gain for monolingual students, for bilingual students there was an equally substantial loss. Further, even this tendency was not common to all four schools, as indicated by the fact that, at Allison, there was a slight gain for bilingual students and a loss for monolingual students.

## Table 3

### Analysis of Second Grade Primary Self-Concept Inventory Total Test Scores

Means for all groups

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 43 | 14.58 | 14.84 | .26 |
| Allison | Monolingual | 83 | 14.29 | 13.73 | -.56 |
| Govalle | Bilingual | 30 | 15.30 | 14.30 | -1.00 |
| Govalle | Monolingual | 53 | 13.83 | 14.42 | .59 |
| Metz | Bilingual | 39 | 14.87 | 14.41 | -.46 |
| Metz | Monolingual | 60 | 14.03 | 15.15 | 1.12 |
| Palm | Bilingual | 39 | 12.79 | 11.79 | -1.00 |
| Palm | Monolingual | 19 | 13.26 | 14.32 | 1.06 |
|  | Total Group | 366 | 14.12 | 14.12 | .00 |

| ANALYSIS OF VARIANCE SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | 81.12 | 3 | 9.52 | <.0001 |
| Class Type | .05 | 1 | .01 | >.10 |
| Schools by Class Type | 40.75 | 3 | 4.78 | <.01 |
| Error (Between) | 8.53 | 358 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | .00 | 1 | .00 | >.10 |
| Schools by Trials | 2.22 | 3 | .60 | >.10 |
| Class Type by Trials | 46.64 | 1 | 12.59 | <.0001 |
| Schools by Class Type by Trials | 16.08 | 3 | 4.34 | <.01 |
| Error (Within) | 3.70 | 358 |  |  |

Taken as a whole, these results present a very complex and barely interpretable picture. It should be kept in mind that the major process designed for improving self-concept, the Human Development Program, was not implemented, so that there is actually no reason to expect any general improvement of self concept for these students. Moreover, because of this lack of implementation, there were no process data availabe which might be used to account for these differences. It seems, then, that the complex and non-systematic nature of the results probably reflect the lack of process implementation for improvement of self-concept, with the observed differences between and among schools and class type being due to particular characteristics of individual schools, teachers, and classes, more than to characteristics of the program.

### Comparisons of bilingual, team, and monolingual classrooms

A further series of analyses were performed to provide information relevant to one of the major decision questions of this evaluation. This question concerns the merit of having bilingual teachers team up with monolingual teachers in order to provide Spanish instruction to two classrooms instead of just one. That is, one bilingual teacher and one monolingual teacher would trade classes for part of the day so that all children in those two classes would receive some instruction in Spanish during the day. Students in both classes could then be classified as bilingual, in the sense of having received instruction in both Spanish and English. It was suspected, however, that there might exist some differences in the ways that classes belonging to the bilingual teachers and those belonging to the monolingual team teachers were handled indicating the desirabilty of making some comparisons between those two types of classes along with monolingual classes. Accordingly, additional analyses, similar to those already discussed, were performed with the addition of a third class type (team), defined by separating students who were in a team class from the previously defined group of students receiving bilingual instruction. Results of these analyses with respect to specific comparisons among the three class types are reported in Table 4.

It can be seen from the data reported in Table 4 that there are no consistent differences favoring students in bilingual classes over those in team classes. In fact, the scores for team classes tended to be slightly higher than those for bilingual classes, although the observered gains were very nearly equal. There is, however, some indication that self-concept of students in monolingual classes tended to imporve more than self concepts of students in either bilingual or team classes. This is especially apparent in second grade, where the scores of bilingual and team students actually decreased from pre- to post-test, while scores of monolingual students increase slightly. As discussed above, however, it is very difficult to make any conclusions based on these data because of the lack of implementation of activities specifically related to self-concept.

## Table 4

### Comparison of Bilingual, Team and Monolingual Classrooms on Self-Concept Test Scores

Mean Scores for Kindergarten

| Class Type * | Pre-test | Post-test | Average Gain |
|---|---|---|---|
| Bilingual | 12.04 | 12.74 | .70 |
| Team | 12.81 | 13.44 | .63 |

*This comparison is based on scores of children at Allison and Palm schools.. Since there was no monolingual kindergarten class at Palm, an appropriate comparison of bilingual and team classes with monolingual classes could not be made.

Mean Scores for First Grade

| Class Type | Pre-test | Post-test | Average Gain |
|---|---|---|---|
| Bilingual | 12.78 | 13.25 | .47 |
| Team | 13.38 | 14.05 | .67 |
| Monolingual | 12.86 | 12.86 | .79 |

Mean Scores for Second Grade

| Class Type | Pre-test | Post-test | Average Gain |
|---|---|---|---|
| Bilingual | 14.05 | 13.50 | -.55 |
| Team | 14.35 | 13.76 | -.59 |
| Monolingual | 13.79 | 14.16 | .37 |

## Comparisons of gains on Primary Self-Concept Inventory Subscales

A final series of analyses was performed in an attempt to pinpoint more specific areas of students self-concept which may need to be emphasized during the coming project year. These analyses were similar to those already discussed, but used the nine possible subscale scores that can be derived from the test instead of just the total score. Results of these analyses, with respect to overall pre-to post-test gains, are summarized in Table 5.

There are some consistencies in these data which indicate the possibility that there are some specific areas of self-concept which may need more emphasis, as well as some areas in which scores are already as high as can be expected. In the Intellectual-Self Domain, mean scores were consistently higher than those in the other two domains in all three grades. In fact, mean scores on both the Success and the Student self scales were near to the maximum possible score of 3 points on both pre-and post-tests in all three grades. This indicates that a large number of the children were responding in the positive direction to all three items on both of these scales. It should be noted however, that there were slight, but statistically significant declines in scores for second grade students on both the Success and the Student-Self scales. The difference is so slight that it may be of little practical significance, since the post- test means were still very high, but the loss is noted here since it may indicate some slight negative program effect that needs to be monitored during the coming school year.

Scores were also very high on the Emotional State scale. In most cases these scores were almost as high as those on the two scales in the Intellectual-Self Domain. Thus, children's perceptions of themselves tended to be very positive on the Emotional State, Success, and Student-Self scales. To the extent that the Primary Self-Concept Inventory provides valid measures of these feelings, it appears that these specific Self-concept areas are areas in which student's feelings are already so positive that no extraordinary emphasis is warranted.

In the Social-Self Domain (Peer Acceptance and Helpfulness) and on the Physical Size scale, mean scores were consistently lower than they were on the Success, Student-Self, and Emotional State scales. Thus, these three areas may be seen as areas in which more effort may need to be concentrated, even though pre-post gains were significant in most cases. As has been discussed earlier, however, interpretation of these data is clouded by the fact that the Human Development Program was not implemented, leaving no cause to expect systematic gains or losses, as well as no process data to account for these observed differences. Nonetheless, it does seem reasonable to conclude that these three areas in which scores tended to be low are areas to which special attention needs to be given during the next project year.

### Table 5

### Comparison of Gains on Primary Self-Concept Inventory Subscales

| Scale | Kindergarten | | | First Grade | | | Second Grade | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pre Mean | Post Mean | * Gain | Pre Mean | Post Mean | * Gain | Pre Mean | Post Mean | * Gain |
| Physical Size | 1.55 | 1.79 | + | 2.02 | 1.91 | 0 | 1.97 | 1.77 | - |
| Emotional State | 2.45 | 2.75 | + | 2.57 | 2.67 | + | 2.76 | 2.80 | 0 |
| Personal-Self Domain | 3.99 | 4.53 | + | 4.59 | 4.58 | 0 | 4.73 | 4.58 | 0 |
| Peer Acceptance | 1.27 | 1.65 | + | 1.28 | 1.45 | + | 1.80 | 2.02 | + |
| Helpfulness | 1.52 | 1.75 | + | 1.75 | 2.00 | + | 1.96 | 2.04 | 0 |
| Social-Self Domain | 2.79 | 3.40 | + | 3.03 | 3.42 | + | 3.77 | 4.07 | + |
| Success | 2.63 | 2.81 | + | 2.69 | 2.83 | + | 2.83 | 2.76 | - |
| Student-self | 2.47 | 2.65 | + | 2.62 | 2.77 | + | 2.80 | 2.72 | - |
| Intellectual-Self Domain | 5.11 | 5.46 | + | 5.31 | 5.60 | + | 5.64 | 5.48 | - |

* + = significant increase in mean score
0 = no significant pre-post change
- = significant decrease in mean score

Description of Scales

1. Physical Size: assesses the child's perception of his/her relative physical size.
2. Emotional State: assesses the child's perception of his/her emotional state, i.e., happy or sad, angry or not angry
3. Personal-Self Domain: the sum of scales 1 and 2, provides a more global measure of how the child feels about himself
4. Peer Acceptance: assesses the child's perception of his/her acceptance by his/her peer group
5. Helpfulness: assesses the child's perception of himself/herself in the helper-helpee relationship
6. Social-Self Domain: the sum of scales 4 and 5, provides a more global measure of the child's assessment of his/her peer relationships
7. Success: assesses the child's perception of his/her tendency to succeed or fail in task-oriented pursuits
8. Student-self: assesses the child's perception of his/her ability to conform to classroom behavior expectations
9. Intellectual-Self Domain: the sum of scales 7 and 8, provides a more global measure of the child's assessment of his intellectual self

In summary, the data obtained with the Primary Self-Concept Inventory present an inconclusive picture with respect to the desired program outcome of improved self-concept for project students. There were significant gains for kindergarten students which were consistent across all four schools and between both monolingual and bilingual students. Results for first and second grades, however, indicated the observed gains or losses were more dependent on factors associated with specific combinations of school and class type than on any generalized program effect. Comparisons among students in bilingual, team, and monolingual classrooms indicated nothing consistently favoring bilingual over team classrooms, although there was some indication that, in second grade, students in monolingual classes improved their self-concepts to a greater extent than did students in either bilingual or team classes. Finally, comparisons among specific subscales indicated that there were some specific self-concept areas in which special emphasis needs to be given next year, as well as other specific areas in which scores were quite high.

# APPENDIX W

## INSTRUMENT REPORT

## PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

| | |
|---|---|
| Date/Period of Administration: | October, 1973; May, 1974 |
| Population: | All Students in Project Elementary Schools (Grades 3-6) |
| Administered By: | Classroom Teachers |
| Data Collected By: | Office of Evaluation Staff |

# DESCRIPTION OF PIERS HARRIS SELF-CONCEPT TEST

## Number of administrations of the instrument

Two

## Location of Administration

In the classrooms

## Problems with the measure or with the administration which might affect the validity of the measure

Due to lack of special training, the test administrations in different classes may have been conducted in differing situations. There is, however, no documentation regarding whether or not different administration conditions actually occured.

## Training of the administrators

None

## Brief description of the instrument

The test consists of 80 self-report items such as "I like being the way I am" and "I am slow in finishing my school work." The response to each item is considered to be a description by the pupil of some aspect of his/her self-concept.

## Developer of the instrument

Dr. Ellen V. Piers and Dr. Dale B. Harris

## Development of the instrument

From an initial pool of items, those items which had a reasonable large variance and which were successful in discriminating between high-scoring and low scoring pupils were retained. The retained items were grouped into subscales as determined by a factor analysis of item responses.

## Standardization of the instrument

Standardization of the Piers-Harris had been accomplished. However, the test manual does not present standardization data in a manner which might be useful.

## Reliability and validity of the instrument

Kuder-Richardson Formula 21 coefficients reported in the test manual range from .78 to .93, with a median of the six coefficients reported being .895 and only one coefficient below 0.88. Thus the interval consistency of the instrument appears to be quite acceptable. The validity data reported in the manual is not as impressive or as consistent. Correlations with similar self-report measures range from .68 to .64, while correlations with ratings by teachers and peers range from .49 to those not significantly different from zero.

## APPENDIX W

### Analysis of Third Through Sixth Grade Self-Concept Data

In order to assess changes in project students' self concepts during the year, the Piers-Harris Children's Self-Concept Scale was administered as a pre and post test to all students in grades three through five and to sixth grade students at Allan Junior High School. The basic analysis of the data obtained consisted of a series of analyses of variance (one for each grade) to determine the statistical significance of observed differences among the four elementary schools, between students receiving bilingual instruction and students receiving only English instruction, and between pre- and post-testing (i.e., gain). Results of these analyses are reported in Tables 1 through 4.

### Discussion of Third Grade Results

In third grade there was actually a significant decline in self-concept test scores, as indicated in Table 1. The post-test mean over all schools was 2½ points lower on the post-test than it had been on the pre-test. The effect appeared to be rather general across schools, with the exception of Allison, where there was a slight overall gain. Differences between bilingual and monolingual students were neither large enough nor consistent enough to be considered significant. Taken as a whole, the results for third grade do not support a conclusion that the program had any general positive effect on third grade students' self-concept.

### Discussion of Fourth Grade Results

A much less clear picture of the data emerges from the fourth grade analysis, which is reported in Table 2. As in third grade, there was a significant overall decline in scores from pre- to post-test. However, there were also some other significant differences worthy of note. Although there was an overall decline in scores, most of that decline was accounted for by students in monolingual classes. Referring to Table 2, it can be noted that in the four schools there were declines ranging from -1.42 (Allison) to -3.83 (Palm) for students in monolingual classes, while students in bilingual classes declined at only one school (Govalle). It appears, then, that bilingual students tended to maintain or improve their level of self-concept while monolingual students tended to become slightly more negative.

Also of interest to note is that the differences between bilingual and monolingual students were not the same at the four schools. At Allison, monolingual students tended to have slightly higher scores than bilingual students, at Metz the scores were about the same for both groups, but at Govalle and Palm the scores of bilingual students tended to be considerably higher than the scores of monolingual students. There appears to be no way to account for these differences in terms of anything having to do with the Bilingual/Bicultural Project. They may be due to one of

## Table 1

### ANALYSIS OF VARIANCE FOR THIRD GRADE SELF CONCEPT SCORES

### MEANS FOR ALL SCHOOLS

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 36 | 53.25 | 53.19 | -.06 |
| Allison | Monolingual | 64 | 55.03 | 57.80 | +2.77 |
| Govalle | Bilingual | 11 | 58.18 | 54.18 | -4.00 |
| Govalle | Monolingual | 69 | 52.29 | 52.30 | .01 |
| Metz | Bilingual | 42 | 54.33 | 51.02 | -3.31 |
| Metz | Monolingual | 47 | 57.57 | 55.51 | -2.06 |
| Palm | Bilingual | 42 | 55.60 | 52.48 | -3.12 |
| Palm | Monolingual | 35 | 58.54 | 54.71 | -3.83 |
|  | Total Group | 346 | 55.60 | 53.09 | -2.51 |

| Analysis of Variance SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | 27.01 | 3 | 0.12 | > .10 |
| Class Type | 269.81 | 1 | 1.18 | > .10 |
| Schools by Class Type | 418.25 | 3 | 1.83 | > .10 |
| Error (Between) | 228.38 | 338 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | 375.32 | 1 | 6.33 | < .05 |
| Schools by Trials | 146.60 | 3 | 2.47 | < .10 |
| Class Type by Trials | 110.33 | 1 | 1.86 | > .10 |
| Schools by Class Type by Trials | 33.96 | 3 | .57 | > .10 |
| Error (Within) | 59.29 | 338 |  |  |

## Table 2

## ANALYSIS OF VARIANCE FOR FOURTH GRADE SELF CONCEPT SCORES

## MEANS FOR ALL SCHOOLS

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 44 | 50.41 | 50.50 | .09 |
| Allison | Monolingual | 88 | 54.18 | 52.76 | -1.42 |
| Govalle | Bilingual | 22 | 58.45 | 55.09 | -3.36 |
| Govalle | Monolingual | 61 | 48.56 | 44.79 | -3.77 |
| Metz | Bilingual | 21 | 50.10 | 51.52 | 1.42 |
| Metz | Monolingual | 84 | 51.17 | 48.90 | -2.27 |
| Palm | Bilingual | 43 | 54.19 | 57.67 | 3.48 |
| Palm | Monolingual | 24 | 50.54 | 46.71 | -3.83 |
|  | Total Group | 387 | 52.20 | 50.99 | -1.21 |

| Analysis of Variance SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | 96.42 | 3 | .35 | >.10 |
| Class Type | 2086.38 | 1 | 7.64 | <.01 |
| Schools by Class Type | 1302.13 | 3 | 4.77 | <.01 |
| Error (Between) | 273.01 | 379 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | 210.92 | 1 | 3.12 | < .10 |
| Schools by Trials | 91.46 | 3 | 1.35 | >.10 |
| Class Type by Trials | 379.32 | 1 | 5.61 | <.05 |
| Schools by Class Type by Trials | 84.33 | 3 | 1.25 | >.10 |
| Error (Within) | 67.64 | 379 |  |  |

the other projects involved with these schools, or they may be due to variations in the test administration procedures. Although it might be of value to investigate these differences further to determine their causes, it remains that the more important finding is that of a significant decline in self-concept test scores which is accounted for by students in monolingual classes.

## Discussion of Fifth Grade Results

The fifth grade data reported in Table 3 are somewhat less complicated than the fourth grade data. The pre-post difference was not significant, indicating no real change in self-concept scores. There were however, differences among the four schools in the amount of pre-post gain. At Allison and Metz there did appear to be real gain in self-concept, while at Govalle and Palm the scores declined. On the whole, however, these data are not indicative of a substantial positive change in children's self concepts.

## Discussion of Sixth Grade Results

As indicated in Table 4, the pre-post differences for sixth grade students were insignificant. Scores for students in the bilingual classes were significantly lower than those of the monolingual students on both pre- and post-test. Thus, sixth grade results also fail to provide evidence of positive effects of the program on students' self concept.

## Comparisons of Bilingual, Team and Monolingual Classrooms

A second series of analyses were performed to provide information relevant to one of the major decision questions of this evaluation. This question has to do with the merit of having bilingual teachers team up with monolingual teachers in order to provide Spanish instruction to two classrooms instead of just one. That is, one bilingual and one monolingual teacher would trade classes for part of the day so that all children in those two classes would receive some instruction in Spanish during the day. Students in both classes could thus be classified as bilingual, in the sense of having received instruction in both Spanish and English. It was suspected, however, that there might exist some differences in the ways that classes belonging to the bilingual teachers and those belonging to the monolingual team teachers were handled, leading to the necessity of making some comparisons between these two types of classes along with regular monolingual classes. In order to do this, an additional series of analyses, similar to the first series already discussed, were performed with the addition of a third class type (team), defined by separating students who were in a team class from the previously defined group of students receiving bilingual instruction. Results of these analyses for each grade are summarized in Table 5.

The data in Table 5 provide no indication that the team arrangement was harmful to those children involved. In third grade, children in team classrooms actually had somewhat higher scores and a slightly smaller pre- posttest decline than did students in the bilingual classrooms, though their scores were still somewhat lower than those of students in monolingual classrooms. In fourth grade, the mean scores for team classes were some-

## Table 3

## ANALYSIS OF VARIANCE FOR FIFTH GRADE SELF CONCEPT SCORES

### MEANS FOR ALL SCHOOLS

| SCHOOL | CLASS TYPE | N | PRE-TEST MEAN | POST-TEST MEAN | AVERAGE GAIN |
|---|---|---|---|---|---|
| Allison | Bilingual | 40 | 52.95 | 55.22 | 2.27 |
| Allison | Monolingual | 81 | 51.15 | 53.33 | 2.18 |
| Govalle | Bilingual | 23 | 53.00 | 52.04 | -.96 |
| Govalle | Monolingual | 52 | 54.13 | 51.40 | -2.73 |
| Metz | Bilingual | 34 | 47.35 | 52.62 | 5.27 |
| Metz | Monolingual | 53 | 54.40 | 54.51 | .11 |
| Palm | Bilingual | 38 | 52.39 | 50.16 | -2.23 |
| Palm | Monolingual | 41 | 54.56 | 54.56 | .00 |
|  | Total Group | 362 | 52.49 | 52.98 | .49 |

| Analysis of Variance SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| (Between-Subjects Variance) |  |  |  |  |
| Schools | 26.37 | 3 | .09 | $>.10$ |
| Class Type | 380.41 | 1 | 1.36 | $>.10$ |
| Schools by Class Type | 331.66 | 3 | 1.18 | $>.10$ |
| Error (Between) | 279.83 | 354 |  |  |
| (Within-Subjects Variance) |  |  |  |  |
| Trials | 38.48 | 1 | .65 | $>.10$ |
| Schools by Trials | 212.97 | 3 | 3.60 | $<.05$ |
| Class Type by Trials | 57.37 | 1 | .97 | $>.10$ |
| Schools by Class Type by Trials | 97.09 | 3 | 1.64 | $>.10$ |
| Error (Within) | 59.12 | 354 |  |  |

## Table 4

## ANALYSIS OF VARIANCE FOR SIXTH GRADE SELF-CONCEPT SCORES

### GROUP MEANS

| | N | PRE-TEST | POST-TEST | AVERAGE GAIN |
|---|---|---|---|---|
| Bilingual students | 32 | 50.25 | 51.09 | .84 |
| Monolingual students | 209 | 55.26 | 55.01 | -.25 |
| Total Group | 241 | 54.59 | 54.49 | -.10 |

| Analysis of Variance SOURCE | MEAN SQUARE | df | F | P |
|---|---|---|---|---|
| Total | 190.82 | 481 | | |
| Between | 335.26 | 240 | | |
| Groups | 1105.06 | 1 | 3.33 | $<.10$ |
| Error (Groups) | 332.04 | 239 | | |
| Within | 46.98 | 241 | | |
| Trials | 1.30 | 1 | .03 | $>.10$ |
| Group by Trials | 16.56 | 1 | .35 | $>.10$ |
| Error (Trials) | 47.30 | 239 | | |

### Table 5

### COMPARISONS OF BILINGUAL, TEAM, AND MONOLINGUAL CLASSROOMS ON SELF-CONCEPT TEST SCORES

MEAN SCORES FOR THIRD GRADE

| CLASS TYPE | PRE TEST | POST TEST | AVERAGE GAIN |
|---|---|---|---|
| Bilingual | 53.06 | 50.63 | -2.43 |
| Team | 55.70 | 53.78 | -1.92 |
| Monolingual | 57.05 | 56.00 | -1.05 |

MEAN SCORES FOR FOURTH GRADE

| CLASS TYPE | PRE TEST | POST TEST | AVERAGE GAIN |
|---|---|---|---|
| Bilingual | 53.83 | 54.74 | .91 |
| Team | 50.87 | 53.47 | 2.60 |
| Monolingual | 52.36 | 49.73 | -2.63 |

MEAN SCORES FOR FIFTH GRADE

| CLASS TYPE | PRE TEST | POST TEST | AVERAGE GAIN |
|---|---|---|---|
| Bilingual | 53.58 | 52.97 | -.61 |
| Team | 51.63 | 52.24 | .61 |
| Monolingual | 52.85 | 53.95 | 1.10 |

what smaller than those of bilingual classes, but the average gain was greater. In fifth grade the differences among the three class types were so small that none of the three can be considered as better or worse than any of the others. On the whole, then, it appears that students in team classes do at least as well on this measure of self-concept as do students in bilingual classes, thus giving evidence supportive of continuing the team arrangement.

## Comparisons of Gains on Piers-Harris Subscales

Since the analyses performed on the Piers-Harris total test scores do not give any indication of significantly improved self-concept over the course of the year, a third series of analyses was performed in an attempt to pinpoint more specific areas of students' self-concept which may need to be emphasized during the next project year. This series of analyses was identical to the first one, but used the six possible subscale scores that can be derived from the test instead of just the total score. Results of this analysis are summarized in Table 6.

One somewhat surprising outcome of this analysis is the indication that there may have been some specific areas of self-concept which actually were affected positively. In third grade and in fifth grade, there were significant pre- post- gains on the Anxiety subscale, indicating that students tended to be less anxious at the end of the year than at the beginning. Moreover, there were also gains on the Anxiety scale in fourth and sixth grades, although the gains were not statistically significant. This provides further evidence of a trend for some reduction of anxiety over the course of the year. There also was a significant gain on the Happiness and Satisfaction scale in fifth grade, but no trend in the same direction indicated for the other three grades.

Perhaps more importantly, the significant decreases in scores on the Intellectual and School Status and the Physical Appearance and Attributes scales in third and fourth grades do indicate particular areas in which additional emphasis needs to be given. That is, the significant declines in the total score which were observed for both third and fourth grades can be attributed to the declines on these two scales. Thus, activities which might be implemented in order to increase scores in these two particular areas would probably also raise the total score, perhaps to the point of representing an overall gain in self-concept.

In summary, the data obtained with the Piers-Harris Children's Self Concept Scale present a basically negative picture with respect to the desired outcome of increased self-concept for project students. They do, however, indicate that students in team classrooms do no more poorly in this area than do students in bilingual or monolingual classrooms. Finally, comparisons based on subscale scores indicate that there are some specific areas of self-concept which need special emphasis for the next project year, as well as other specific areas in which some positive results are indicated.

Table 6

## COMPARISONS OF GAINS ON PIERS-HARRIS SUBSCALES

| | THIRD GRADE | | | FOURTH GRADE | | | FIFTH GRADE | | | SIXTH GRADE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PRE MEAN | POST MEAN | GAIN* | PRE MEAN | POST MEAN | GAIN* | PRE MEAN | POST MEAN | GAIN* | PRE MEAN | POST MEAN | GAIN* |
| Behavior | 12.7 | 12.6 | 0 | 12.4 | 12.2 | 0 | 12.7 | 12.8 | 0 | 13.4 | 13.6 | 0 |
| Intellectual & School status | 13.1 | 12.3 | - | 11.8 | 11.3 | - | 10.9 | 10.9 | 0 | 11.2 | 11.2 | 0 |
| Physical Appearance & Attitudes | 8.1 | 7.5 | - | 6.8 | 6.4 | - | 6.7 | 6.6 | 0 | 7.0 | 7.0 | 0 |
| Anxiety** | 8.2 | 8.5 | + | 7.9 | 8.0 | 0 | 8.2 | 8.6 | + | 8.2 | 8.4 | 0 |
| Popularity | 7.4 | 7.4 | 0 | 7.1 | 7.2 | 0 | 7.6 | 7.7 | 0 | 8.1 | 8.1 | 0 |
| Happiness & Satisfaction | 6.3 | 6.3 | 0 | 6.3 | 6.3 | 0 | 6.6 | 6.9 | + | 7.0 | 6.9 | 0 |

* + = significant increase in mean scores
0 = no significant pre-post difference
- = significant decline in mean scores

** a high score on this scale indicates low anxiety